Second Grade Report Card Descriptors
Science/Health

Essential Learnings	**Emerging (E)**	**Developing (D)**	**Proficient (P)**	**Beyond Proficient (B)**
Provides evidence that earth's events can occur slowly or quickly	Attempts to provide evidence that Earth's events can occur quickly.	Names 1 event that shows that Earth changes over time.	Classifies events that show Earth changes over time.	
Classifies materials by their properties	Attempts to classify material by a property.	Classifies materials by a property.	Classifies materials by their properties.	Classifies materials by their properties and provides evidence to support their investigation.
Sorts, classifies and describes living/non living things/habitats	Distinguishes between living and nonliving things.	Sorts living and non-living things and identifies characteristics of both. / Describes characteristics of a habitat.	Sorts, classifies and describes living/non living things. / Sorts, classifies and describes characteristics of natural habitats.	Creates a habitat including living and nonliving things and presents it to the class.
Understands that water and wind change the shape of the land	Recognizes that water or wind change the shape of the land.	Names 1 way that water or wind change the shape of the land.	Identifies many ways that water and wind change the shape of the land.	Collaboratively constructs a model demonstrating how water and wind change the shape of the land.
Plans a balanced meal	Recognizes food is energy and sorts healthy and unhealthy foods.	Sorts foods into each of the five food groups.	Plans and illustrates a balanced meal which includes one food from each of the five food groups.	Creates a poster describing each food group and why each is important for the body.
Distinguishes between helpful and harmful substances	Recognizes that there are helpful and harmful substances for the body.	Identifies purposes for helpful substances.	Distinguishes among helpful/harmful substances.	
Identifies various safety practices	Sorts safe and unsafe actions.	Identifies a safety rule.	Identifies and lists safety rules for home, school, and neighborhood.	
Understands the needs of plants and how they depend on animals	Lists 1 need of a plant	Lists the needs of plants or explains how plants depend on animals.	Lists the needs of plants and explains how plants depend on animals.	Develops a model that mimics the function of an animal pollinating or dispersing seeds.
Compares the diversity of organisms in different habitats	Identifies at least 3 different habitats. .	Identifies animals that live within each habitat.	Identifies animals and plant that live within each habitat.	Creates a physical representation of a habitat depicting various organisms.
Uses the engineering design process to solve a problem	Direct instruction required to use the engineering design process.	Attempts to use the engineering process to solve a problem.	Uses the engineering design process to complete a task.	Uses the engineering design process to identify multiple solutions to a problem.

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2nd Grade Math PLDs

	Emerging	Developing	Proficient	Beyond Proficient
Represent and solve problems involving addition and subtraction	Beginning to solve one and two step number stories.	Use modeling, addition, or subtraction within 100, to solve one and two step number stories.	Use modeling, addition and subtraction within 100, to solve one and two step number stories.	Use modeling, addition and subtraction within 1,000, to solve one and two step number stories.
Add and subtract within 20	Adds 10 equations in one minute. / Subtracts 10 equations in one minute.	Adds 10-19 equations in one minute. / Subtracts 10-19 equations in one minute.	Adds 20-39 equations in one minute. / Subtracts 20-39 equations in one minute.	Can add and subtract 40 or more equations in one minute.
Work with equal groups of objects to gain foundation for multiplication	Counts by 2's to show understanding of repeated addition.	Counts by 2's, 5's, and 10's to show understanding of repeated addition.	-Counts by 25's and finds the total # of objects in a rectangular array. -Identifies numbers as even/odd	Creates their own rectangular array to solve problems.
Understand place value	Reads and writes numbers using place value of tens and ones.	Reads and writes numbers using place value up to 100.	Reads and writes numbers using place value to 1,000.	Reads and writes numbers using place up to 10,000 and beyond.
Use place value understanding and properties of operations to add and subtract	Compares, adds, and subtracts single digit numbers.	Compares, adds, and subtracts two digit numbers and skip counts by 10's from any given number.	-Compares four digit numbers. -Adds and subtracts w/in 100 fluently. -Adds up to four 2 digit numbers. -Skip count by 10's and 100's from any given number.	Adds and subtracts within 1,000 fluently.
Measure and estimate lengths in standard units	Is able to distinguish between centimeters and inches.	Is able to measure to the whole centimeter and the whole inch.	Is able to measure to the whole centimeter and the ½ inch.	Is able to estimate lengths.
Relate addition and subtraction to length	Uses a number line to solve single step problems that involves length.	Solves addition and subtraction stories involving length up to 20.	Solves addition and subtraction stories involving length within 100.	Is able to solve a perimeter story problem with missing addends.
Tells time to 5 minutes	Identifies the hour hand, minute hand, and counts by fives.	Tells time to the hour and half hour, but needs extra help telling time to the quarter hour.	Tells time to five minutes.	Tells time to 1 minute.
Counts Money	Learning the value of pennies, nickels, dimes, and quarters.	Beginning to count coins in combination.	Counts and adds different combinations of coins up to $1.99	Counts and adds different combinations of coins up to $1.99
Represent and interpret data	Understands the purpose of a graph.	Understands the graph, but misuses the data.	Understands the graph and uses the data.	Gathers data and creates graphs.
Reason with shapes and their attributes	-Identifies basic plane shapes (circle, square, triangle, rectangle). -Recognize objects/shapes can be divided into equal parts.	-Beginning to identify names and differences between plane shapes and solids. -Identifies parts of a whole.	-Identifies a variety of plane geometric figures and solids and relates them to the real world. -Identifies and labels fractions.	-Identifies and constructs uncommon plane geometric figures. -Identifies the numerator and denominator in fractions.

Second Grade Report Card Descriptors—Reading/Language Arts

Essential Learnings	Emerging (E)	Developing (D)	Proficient (P)	Beyond Proficient (B)
Reads 2nd grade sight words	Reads 75-84 out of 100 common 2nd grade words.	Reads 85-94 out of 100 common 2nd grade words.	Reads 95-99 common 2nd grade words.	Reads all 100 common 2nd grade words.
Understands grade level vocabulary.	Limited understanding of grade level vocabulary.	Inconsistent understanding of grade level vocabulary.	Demonstrates an understanding of grade level vocabulary.	Demonstrates an advanced vocabulary.
Reads with sufficient fluency and accuracy	Word-by-word reading with many errors.	Reads with some short phrases and inconsistent self-corrections.	Accurately reads at an appropriate pace with adequate expression and phrasing.	Accurately reads at an advanced pace with meaningful expression and phrasing.
Applies phonics and word analysis skills	Does not apply phonics and word analysis skills.	Inconsistently applies phonics and word analysis skills.	Successfully applies phonics and word analysis skills.	Demonstrates advanced phonics and word analysis skills.
Identifies key ideas and details written and orally	Recalls few key ideas and details. May include errors or need many prompts.	Inconsistent in identifying key ideas and details. May need a few prompts.	Consistently identifies most of the key ideas and details.	Identifies all key ideas and details, demonstrating a deeper understanding.
Describes overall structure and style of a text	Needs many prompts to identify structure, style, text features, and/or genres.	Inconsistent in identifying structure, style, text features, and/or genres.	Accurately identifies structure, style, text features, and/or genres within given texts.	Identifies and uses structure, style, text features, and/or genres within independent reading.
Compares and contrasts texts	Needs many prompts to compare and contrast or identify relevant details.	Inconsistent in comparing/contrasting or identifying relevant details.	Compares and contrasts with relevant details.	Uses compare/contrast with relevant details to gain an insightful understanding
Uses strategies to comprehend grade level text	Needs many prompts in using reading strategies for comprehension of at or below grade level text.	Makes limited use of reading strategies, may respond correctly to literal comprehension questions, but inconsistent when answering higher level questions.	Uses reading strategies to make meaning and recall important information.	Uses reading strategies to gain insightful understanding of at and above grade level text.
Applies spelling skills in daily writing	Frequently misspells words that have been on weekly spelling lists.	Sometimes misspells high-frequency words and words that have been on weekly spelling lists.	Correctly spells high-frequency words and words that have been on weekly spelling lists.	Correctly spells challenging words.
Uses correct capitalization	Does not capitalize proper nouns and the beginning of sentences.	Sometimes capitalizes proper nouns and the beginning of sentences.	Consistently capitalizes proper nouns and the beginning of sentences.	Able to edit peers' writing for mistakes in capitalization.
Uses correct punctuation	Does not use end marks correctly and consistently.	Sometimes uses end marks correctly.	Consistently uses end marks correctly.	Consistently uses end marks, commas, and quotation marks correctly.
Uses correct sentence structure and grammar	Does not use correct sentence structure and grammar.	Inconsistent in using correct sentence structure and grammar.	Consistently uses correct sentence structure and grammar.	Uses a variety of sentences including compound and complex sentences.
Uses writing process to complete final drafts. (Opinion, Expository, Narrative)	Scores developing or emerging on final draft with daily guidance in the writing process.	Scores proficient or developing on final draft with extra guidance in the writing process.	Scores proficient or beyond on final draft with guidance in the writing process.	Scores beyond proficient on final draft with minimal guidance/ highly independent throughout the writing process.
Spelling Tests	69% or below on weekly spelling tests	70-84% on weekly spelling tests	85-94% on weekly spelling tests	95-100% on weekly spelling tests

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Second Grade Report Card Descriptors-Social Studies

Essential Learnings	Emerging (E)	Developing (D)		Proficient (P)		Beyond Proficient (B)
Constructs questions and responses while exploring choices and consequences (Inquiry SS.2.1-6)	Explains how compelling questions help us learn new concepts.	Generates supporting questions that relate to compelling questions. .		Uses the inquiry process to construct responses, including appropriate reasoning, examples, and details with some guidance		Independently uses the inquiry process to construct responses, including appropriate reasoning, examples, and details with minimal guidance.
Understands the purpose of rules and laws and responsibilities of a good citizen	Recites the school rules.	Identifies some characteristics of a good citizen.	Lists rules and laws.	Distinguishes characteristics of school rules and community laws.	Lists characteristics of a good citizen.	Creates a poster promoting good citizenship.
Understands the concepts of consumers and producers	Able to name a worker and describe their job.	Sorts characteristics of service workers and producers.		Identifies specified service workers and producers.		Shares preference for their future job and reasons of interest.
Understands geographical representations of the earth such as maps, globes, and photographs	Beginning to understand the purpose of a map.	Identifies the purpose of a map and can use a map key to find things.		Uses a compass rose and map key to show directional relationships.		Creates a map using symbols, compass and map key.
<u>Describes</u> how choices <u>impact environments</u> (Geography and History-SS.2.18 & SS.2.24)	Identifies natural resources with assistance.	**Inconsistently** describes intended and unintended consequences that impact the environment and Iowa's natural resources		Describes intended and unintended consequences that impact the environment and Iowa's natural resources		**Independently** intended and unintended consequences that impact the environment and Iowa's natural resources
<u>Describes</u> influences and choices of <u>people in the past*</u> (History SS.2.19-23)	Identifies significant historical individuals with assistance.	**Inconsistently** describes the influences, choices, and perspectives of individuals who have shaped significant historical change		Describes the influences, choices, and perspectives of individuals who have shaped significant historical change		**Independently** describes the influences, choices, and perspectives of individuals who have shaped significant historical change

**Every grade level will use and/or analyze primary sources.*

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MOC-Floyd Valley Schools

WORK AND SOCIAL SKILLS DESCRIPTORS

Essential Learnings	Emerging	Developing	Proficient	Beyond Proficient
Demonstrates respect	Needs to be reminded to be respectful.	Demonstrates respect most of the time but needs some reminders.	Consistently demonstrates respect towards others in words and actions.	Encourages others to be respectful.
Works well with others	Has difficulty cooperating with others and does not willingly contribute to group work.	Cooperates with others sometimes, **OR** Contributes to group work sometimes.	Cooperates with others, **AND** Contributes to group work	Encourages others to cooperate and contributes to group work.
Practices self-control	Shows little control over actions, words, and emotions. Frequently interrupts.	Controls actions, words, and emotions in certain situations with reminders. Some interruptions.	Controls actions, words, and emotions and behaves appropriately in most situations.	Controls self, behaves appropriately, and encourages others to do so as well.
Listens and follows directions	Does not listen, is easily distracted or has difficulty following simple directions.	Needs reminders to listen and follow directions.	Listens and follows directions independently.	Is highly focused and encourages others to follow directions.
Demonstrates organizational skills	Desk and locker are consistently unorganized.	Desk and locker are sometimes organized.	Desk and locker are organized.	Is highly organized.
Completes assignments on time	Often turns in work late. Has to give up free time to get work done.	Sometimes hands in work late. May need some reminders.	Completes assignments on time.	
Manages time wisely	Does not use time wisely even with several reminders.	Needs a few reminders to use time wisely.	Uses class and free time wisely.	Is independent in using free time constructively.
Participates in classroom activities/discussions	Chooses not to participate in most class activities or discussions.	Sometimes participates in class activities or discussions.	Chooses to actively participate in class activities and discussions.	
Works neatly and carefully	Needs many reminders to work neatly or carefully on daily work.	Sometimes needs reminders to work neatly or carefully on daily work.	Works neatly and carefully on daily work.	