

Record of Work Habits	<input checked="" type="checkbox"/> indicates Improvement Needed	1	2	3	4
Respects the rights of others					
Responds promptly and willingly to directions					
Practices self-control					
Takes care of personal and classroom materials					
Works cooperatively with others					
Uses time effectively and efficiently					
Follows rules and/or expectations					
Works independently					

Teacher Comments	
<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>
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Parent Signature	Parent Signature
<b>3<sup>rd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>
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Parent Signature	

Requests for teacher conferences should be made in writing to your child’s teacher.



Dr. Ronnie McGehee, Superintendent • Madison County, Mississippi

SECOND GRADE REPORT CARD

Child’s Name \_\_\_\_\_

Year \_\_\_\_\_

School \_\_\_\_\_

Teacher \_\_\_\_\_

Attendance Record					
	1	2	3	4	Year
Days Absent					
Days Tardy					

Explanation of Marks		Reading Level
/	Your child is learning this skill, but it has not been formally assessed.	<div>Second Grade</div> <div><div>J</div><div>K</div><div>L</div><div>M</div></div>
Ⓐ	Your child is making progress, but has not met the 80% mastery level.	
☑	Your child has mastered this component of the concept/skill.	
M	Your child has learned to work independently using this concept/skill with 80% accuracy.	
		Level M is the minimum exit expectation for Second Grade

Your Child’s Reading Level				
Reporting Period	1	2	3	4
Level				

Promotion

To be promoted, a student must be able to read on or above grade level and perform adequately on 80% of language arts and math skills.

Grade assigned for next year: \_\_\_\_\_

Student Name:

Language Arts	1	2	3	4
READING STANDARDS FOR LITERATURE AND INFORMATIONAL TEXT				
Demonstrates understanding of key details in texts by asking and answering such questions as <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i>				
Describes how characters in a story respond to major events and challenges				
Summarizes stories and determines their central message, lesson, or moral				
Identifies the main topic of a text				
Describes how words and phrases supply meaning in a story, poem, or song				
Describes overall structure of a story				
Acknowledges the differences in the point of view of characters				
Identifies the main purpose of a text, including author's purpose				
Compares and contrasts two or more versions of the same story by different authors or from different cultures				
Uses various text features to locate key facts in a text efficiently				
READING: FOUNDATIONAL SKILLS				
Fluency: <input type="checkbox"/> Self-corrects errors <input type="checkbox"/> Reads with intonation/expression				
<input type="checkbox"/> Uses appropriate reading rate				
Decoding: <input type="checkbox"/> Identifies sight words <input type="checkbox"/> Uses patterns in words				
<input type="checkbox"/> Identifies syllables				
WRITING STANDARDS				
Writes narratives recounting a sequence of events, including details and a conclusion				
Writes informative/explanatory texts using facts/definitions to develop a point and a conclusion				
Writes opinion pieces including reasons for the opinion and a conclusion				
Strengthens writing by revising, editing, and publishing				
SPEAKING AND LISTENING STANDARDS				
Follows agreed-upon rules for discussions				
Asks and answers questions for clarification, information, or understanding				
Speaks in complete sentences when appropriate to task and situation				
Communicates and explains ideas clearly				
LANGUAGE STANDARDS				
Spells assigned words appropriately				
Applies spelling in writing				
Uses appropriate written communication when writing: <input type="checkbox"/> capitalization <input type="checkbox"/> punctuation <input type="checkbox"/> simple sentences <input type="checkbox"/> compound sentences				
Demonstrates appropriate usage of English grammar when writing or speaking: <input type="checkbox"/> nouns <input type="checkbox"/> pronouns <input type="checkbox"/> verbs <input type="checkbox"/> adjectives <input type="checkbox"/> adverbs				
Determines or clarifies meanings of words or phrases using: <input type="checkbox"/> context clues <input type="checkbox"/> prefixes, suffixes, root words <input type="checkbox"/> compound words <input type="checkbox"/> synonyms <input type="checkbox"/> glossaries and dictionaries				

Mathematics	1	2	3	4
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				
Determines if a number is even or odd				
Fluently recalls facts within 20 using mental strategies: <input type="checkbox"/> addition <input type="checkbox"/> subtraction				
Solves one-step word problems within 100 with unknowns in all positions: <input type="checkbox"/> using addition <input type="checkbox"/> using subtraction				
Solves two-step word problems within 100 with unknowns in all positions: <input type="checkbox"/> using addition <input type="checkbox"/> using subtraction				
Uses addition to find the total number of objects arranged in arrays and composes an equation to express the amount				
<b>NUMBERS AND OPERATIONS IN BASE TEN</b>				
Understands the place value of each digit in a 3-digit number				
Counts within 1,000: <input type="checkbox"/> counts by 1's <input type="checkbox"/> by 5's <input type="checkbox"/> by 10's <input type="checkbox"/> by 100's				
Reads and writes numbers to 1,000 using: <input type="checkbox"/> standard form <input type="checkbox"/> number names <input type="checkbox"/> expanded form				
Compares two 3-digit numbers using symbols >, <, =				
Fluently adds within 100				
Fluently subtracts within 100				
Adds up to four two-digit numbers				
Mentally adds 10 or 100 to a given number (100-900)				
Mentally subtracts 10 or 100 to a given number (100-900)				
Adds numbers within 1,000*: <input type="checkbox"/> without grouping <input type="checkbox"/> with grouping				
Subtracts numbers within 1,000*: <input type="checkbox"/> without grouping <input type="checkbox"/> with grouping				
Explains why addition and subtraction strategies work				
<b>MEASUREMENT AND DATA</b>				
Tells and writes time to the nearest five minutes with a.m. and p.m. using <input type="checkbox"/> analog <input type="checkbox"/> digital clocks				
Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately				
Uses calendar to answer real world problems				
Estimates length using: <input type="checkbox"/> inches <input type="checkbox"/> feet <input type="checkbox"/> centimeters <input type="checkbox"/> meters				
Measures length of an object by selecting and using appropriate tools				
Measures to determine how much longer one object is than another				
Number line : <input type="checkbox"/> create a number line with equally spaced points representing whole numbers <input type="checkbox"/> model addition and subtraction using a number line up to 100				
Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units				
Makes a line plot from data gathered by measuring lengths of different objects				
Creates a graph to represent data: <input type="checkbox"/> picture graph <input type="checkbox"/> bar graph				
Solves problems using information presented in bar graph				
<b>GEOMETRY</b>				
Identifies/draws shapes having specific attributes				
Divides a rectangle into rows and columns to determine the area of the shape				
Divides circles and rectangles into two, three, or four equal shares and describes using halves, thirds, and fourths				
Recognizes that equals shares of the same figure do not always have the same shape				

\* The traditional method for adding/subtracting is mastered by the end of Grade 4.