



Nashoba Regional School District

Standards-Based Report Card
Parent Guide

Second Grade

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About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

Introduction to Standardized Reporting

What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content areas.

Example: (Mathematics/ Measurement and Data section) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

This particular math standard is what needs to be accomplished by the end of second grade (trimester 3).

What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery.

The Standards-Based Reporting System



Standards are outlined by the Massachusetts State Standards.

Curriculum is developed to ensure that all standards are being taught.

Instruction is guided by standards-based curriculum and informed by ongoing assessment data.

Formative & Summative Assessments are used to accurately measure students' progression toward the standards.

Reporting Tools enable teachers to show student growth toward:

- End-of-the-year standards
- Trimester benchmarks
- Social Behavior and Work Habit

Standard Scale

The standard scale shows a student's progress toward mastery of the end-of-year standards.

4 Exceeds the Standard	The student demonstrates in-depth understanding of essential skills and concepts. Performance is characterized by the ability to apply and make connections beyond the standard.
3 Masters the Standard	The student demonstrates proficiency in essential skills and concepts. Independent performance is characterized by an ability to apply the skills with consistent accuracy and quality.
2.5	The student demonstrates skill and understanding of the essential skills and concepts independently, but may or may not be consistent in application.
2 Progression toward the Standard	The student demonstrates progress toward an understanding of the essential skills and concepts. Independent performance is characterized by inconsistent application and accuracy.
1.5	With help, the student demonstrates limited progress toward an understanding of the essential skills and concepts.
1 Guided Progression toward the Standard	With significant help, the student demonstrates limited progress toward an understanding of the essentials skills and concepts. Performance is characterized by inconsistent demonstration of the essential skills.
NY Not Yet Progressing toward the Standard	Student does not yet demonstrate understanding or skill at this time.
NA Not Assessed	Not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of the year expectations, the majority of students will not earn a standard scale score of 3 or 4 in trimester 1 and trimester 2.

A student may also receive a NA (not assessed) on a particular standard in a given trimester. Some of the standards are not addressed in a particular trimester; therefore, the students are not formally assessed in these areas. This is particularly true of science and social studies, as teachers share supplies and may teach the standards at different times throughout the year.

*As a result of the increasing complexity of skills, student performance may fluctuate throughout the school year.

Progress Scale

The progress scale indicates whether or not a student has met the trimester benchmark for that standard. The progress scale includes:

- + **Student has met trimester benchmark**
- **Student has not met trimester benchmark**

The progress scale is a very important tool to reference when looking at the specific standards on the report cards. For each standard, the parent will see their child's standard scale score (NA, NY, 1, 1.5, 2, 2.5, 3, 4), with an accompanying progress scale (+ or -). This progress scale allows them to see if a student is on or is not on target to receive a score of 3 or 4 by the end of trimester 3.

Social Behavior and Work Habit Scale

This scale utilizes three point descriptors, which are represented by M, I, and S.

- M Meets expectations**
- I Inconsistently meets expectations**
- S Seldom meets expectations**

This scale applies to the sections of the report card listed below:

Strives for Quality- Assesses the effort of the student in the following academic content areas:

- Speech, Listening, and Language
- Reading
- Writing
- Mathematics
- Science, Technology, and Engineering
- History and Social Sciences

Social Behavior/ Work Habits- Assesses the social behavior and work habits of the student throughout the school day.

Specialist Reporting- Assesses student's demonstration of respectful behavior and appropriate level of effort in each specialist discipline

*See Social Behavior and Work Habits section of this handbook for more information.

Additional Information

This section applies when a student is on an IEP or 504 plan.

*** Student receives accommodations to access the standards.**

A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

**** Student progress is based on modified grade-level standards.**

A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

Content Areas Reporting Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3. Progression towards mastery would be shown in trimester 1 and trimester 2 with a (+), using the progress scale, indicating that the student has met the corresponding trimester benchmark.

English/ Language Arts

By the end of term 3, a proficient student is able to:

Speech, Listening, and Language:

Participate in collaborative conversations

- Ask and answer questions
- Follow rules for discussions
- Build on others' talk in conversations
- Produce complete sentences

Tell a story about an experience

- Use appropriate facts and details
- Speak audibly and coherently

Demonstrate command of the conventions of standard English grammar and usage when speaking

Reading:

Retell and describe stories

- Use information from the illustrations and words
- Demonstrate understanding of characters, setting, or plot
- Describe the structure of a story and how characters respond to events
- Recount stories from many cultures
- Identify central messages

Understand the main purpose in an informational text

- Identify the main topic of a multi-paragraph text
- Determine the meaning of words and/or phrases within the text
- Identify the main purpose of a text
- Locate reasons to support points the author makes
- compare and contrast the most important points presented by two texts on the same topic
- Use text features to locate information.

Know and apply grade-level phonics and word analysis skills in decoding words.

Read grade-level text with sufficient accuracy and fluency.

Read grade-level text with purpose and understanding.

Writing:

Demonstrate command of the conventions of capitalization and punctuation when writing

- Capitalize proper nouns
- Use commas in letters
- Use an apostrophe in contractions and possessives

Demonstrate command of the conventions of spelling when writing

- Use learned spelling patterns
- Consult reference materials as needed

Write opinion pieces

- Include a topic, opinion, reasons, linking words, and conclusion

Write informative/explanatory texts

- Include a topic, facts and definitions, and a conclusion

Write narratives

- Recount an event or short sequence of events using details, temporal words and a sense of closure

Use research to answer a question

Mathematics

By the end of term 3, a proficient student is able to:

Operations and Algebraic Thinking

Solve word problems involving addition and subtraction within 100.

- Use addition and subtraction within 100 to solve a variety of two-step word problems.

Add within 20.

- Know from memory all sums of two one-digit numbers.

Subtract within 20.

- Know from memory related subtraction facts of sums of two one-digit numbers.

Number and Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

- Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
NOTE: It is not expected that grade 2 students use an algorithm to add or subtract.
- Explain why addition and subtraction strategies work, using place value.
- Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Measurement and Data:

Demonstrate an understanding of time. (2.MD.7-MA.7.a.)

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Know the relationships of time, including seconds in a minute, minutes in an hour, hours in a day, days in a week, a month, and a year; and approximate number of weeks in a month and a year.

Demonstrate an understanding of money.

- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to \$10), using \$ and ¢ symbols appropriately and whole dollar amounts.

Represent and interpret data.

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record the data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Geometry:**Use and demonstrate knowledge of shapes and their attributes.**

- Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- Partition circles and rectangles into two, three, or four equal shares, describe the shares. Recognize that equal shares of identical wholes need not have the same shape.

Science, Technology & Engineering

By the end of term 3, a proficient student is able to:

Earth and Space Science Strand:

Map and describe Earth's landforms and bodies of water and evaluate solutions for slowing changes to landforms.

- Investigate and compare the effectiveness of multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*
- Map the shapes and types of landforms and bodies of water in an area.

Life Science Strand:

Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

- Life cycles have stages per living thing.

Physical Science Strand:

Investigate and analyze evidence related to properties of matter.

- Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.
- Analyze a variety of evidence to conclude that when a chunk of material is cut or broken into pieces, each piece is still the same material and, however small each piece is, has weight. Show that the material properties of a small set of pieces do not change when the pieces are used to build larger objects.
- Construct an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot.

History and Social Science

By the end of term 3, a proficient student is able to:

World Geography:

Locate all of the continents on a map of the world.

- ◆ On a map of the world, locate all of the continents: North America, South America, Europe, Africa, Asia, Antarctica, and Australia.

Locate the current boundaries of the United States.

Describe how geography impacts the life of people living in that region.

- ◆ People adapt and change the land to fit their needs.

Civics and Government

Give examples of the rights and responsibilities that students, as citizens, have in his/ her school.

My Family History

Understand chronological order related to student's life.

- ◆ Timelines can be used to show the chronological order of a student's life.

Understand that Americans come from many places and bring with them unique traditions and customs.

- ◆ People learn about themselves by learning their family history.
- ◆ Families have beliefs, customs, and traditions.

Economics

Understand the relationship between producers and consumers and goods and services.

- ◆ There are “producers” and “consumers” in our community.
- ◆ Goods and services that are bought and sold to his/ her community.
- ◆ People make choices about how to spend their money based on needs and wants.

Social Behavior and Work Habits

The Social Behavior and Work Habits section of the report card stems directly from the *Responsive Classroom* core values: **cooperation, assertion, responsibility, empathy, and self-control**. These core values encompass all of the social and work behaviors that are exhibited by the students in the classroom. The students will receive an M (meets expectations); an I (inconsistently meets expectations) or an S (seldom meets expectations) per core value descriptor. If more information regarding social behavior needs to be addressed beyond just an (M), (I), or (S), the teacher may provide this information in the comment section of the report card.

Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

Example: A child earns an (I) in the “Works collaboratively with others” section of social behavior for showing great cooperation in the classroom during the first ten weeks of school. Just in the last week, however, has been challenged with being cooperative, so the teacher makes note of the recent behavior change in the Comments Section.

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information

If you have any additional questions or concerns regarding the standard-based report card or the Parent Guide, please direct those questions to your child’s teacher. Thank you and enjoy the standards-based reporting tool.