# Elementary Report Cards

WESTWOOD PUBLIC SCHOOLS
220 NAHATAN ST
School: MARTHA JONES SCHOOL
School Year: 2021-2022

Student:
ID#: 320130
Grade: 02
Teacher: Mundy, Mary
Days Absent: 3 Days Tardy: 0

| | Grades | | |
|---|---|---|---|
| | NOV. | JAN. | JUNE |
| **LITERACY GRADE 2** | | | |
| In all grades, students learn to read texts representing diverse periods, cultures & views; listen and speak in formal & informal settings; write for a specific audience/purpose; and apply knowledge of grammar/mechanics in speech & writing. | | | |
| **Focus areas for students in Grade 2 are listed below.** | | | |
| Knows and applies grade level phonics and word-analysis skills to decode and spell words. | | | |
| Reads and comprehends grade level text. | | | |
| Asks and answers questions to demonstrate understanding of key details in the text. | | | |
| Retells text to determine the main idea or central message/theme. | | | |
| Writes several pages including appropriate details, to explain a topic, argue an opinion, or describe an experience. | | | |
| Produces complete sentences with varying structures. | | | |

| | Grades | | |
|---|---|---|---|
| | NOV. | JAN. | JUNE |
| **MATH GRADE 2** | | | |
| In all grades, students learn to represent and solve real-world problems; make mathematical arguments; use tools or visual models to show mathematical relationships; recognize mathematical patterns; and reason strategically. | | | |
| *** Focus areas for students in grade 2 are listed below:** | | | |
| Fluently adds and subtracts within 20. | | | |
| Understands place value of ones, tens and hundreds. | | | |
| Uses place value understanding and properties of operations to add and subtract. | | | |
| Represents and solves addition and subtraction problems to 1,000 using pictures, equations and number lines. | | | |

**Elementary Report Card Grading Scale**

4 - Meets or exceeds June expectations
3 - Steady progress towards June expectations
2 - Progressing towards June expectations with additional time & support
1 - Working on concepts and skills below grade level

N/A - Not applicable or not assessed at this time
X - Unit(s) addressing this concept/skill have not yet been taught

U - Usually
S - Sometimes
R - Rarely

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| **SCIENCE GRADE 2** | | | |
| In all grades, students learn to observe, ask questions and define problems; use the skills and tools of scientists & engineers to plan and conduct investigations/solve problems; and communicate solutions and explanations. | | | |
| *** Focus areas for students in grade 2 are listed below:** | | | |
| Understands that different kinds of plants and animals live in different environments and areas. | | | |
| Understands how wind and water can change the shape of land, and how people can prevent or slow down those changes by doing things like planting trees and building fences. | | | |
| Explores how materials like wood and stone look, feel, and act differently. | | | |
| Understands the concept of friction: what happens when objects rub against one another. | | | |

| | Grades | | |
|---|---|---|---|
| | NOV. | JAN. | JUNE |
| **SOCIAL STUDIES GRADE 2** | | | |
| **Students explore social studies to learn about the past, make sense of the present, and shape the future. They ask questions; identify problems; consider diverse sources, experiences and perspectives; and propose solutions.** | | | |
| Demonstrates understanding of grade level topics in history, geography, civics and economics. | | | |
| Uses evidence and reasoning to support arguments and conclusions. | | | |
| Integrates information from multiple sources. | | | |

| | Grades | | |
|---|---|---|---|
| | NOV. | JAN. | JUNE |
| **ART GRADE 2** | | | |
| In grade 2 students learn to represent an object from different sides/perspectives using basic shapes; explore the use of symbols/signs to communicate feelings & ideas; create artwork to tell a story; and share a personal reaction to artwork. | | | |
| *** Focus areas for assessment in all grades are listed below:** | | | |
| Engages positively in art class activities. | | | |
| Accepts risks and challenges as a creator. | | | |
| Create: Generate ideas, develop work, and refine craft. | | | |
| Respond: Observe, reflect and interpret meaning in artistic works. | | | |
| Connect: Connect with other artists through process, techniques, stories, and ideas | | | |

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| **MUSIC GRADE 2** | | | |
| In grade 2 students learn to create simple rhythmic patterns; add music to stories; use a singing voice; and show musical concepts through movement. | | | |
| *** Focus areas for assessment in all grades are listed below:** | | | |
| Engages positively in classroom activities | | | |
| Accepts risks and challenges as a creator and performer. | | | |
| Creates musical ideas. | | | |
| Performs as part of a musical community. | | | |
| Responds to musical concepts. | | | |

| | Grades | | |
|---|---|---|---|
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| **PHYSICAL EDUCATION GRADE 2** | | | |
| In grade 2 students learn to throw overhand; change speeds/directions /pathways in open space; monitor heart rate before, during, & after physical activity; and create dance/creative movement sequences using action words. | | | |
| *** Focus areas for assessment in all grades are listed below:** | | | |
| Engages positively in the Physical Education setting. | | | |
| Accepts risks and challenges | | | |
| Demonstrates body control and safety in Physical Education activities. | | | |
| Is developing physical education skills at an age-appropriate level. | | | |

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