

## Second Grade Overview

### Mathematics

In second grade, standards focus around these areas: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry. Students will:

- use addition and subtraction within 100 to solve word problems
- extend their understanding of place values to 1,000 and learn to compare three-digit numbers based on their knowledge of hundreds, tens, and ones
- be able to add and subtract both two-digit and three-digit numbers
- work with time and money
- represent and interpret data
- learn to estimate and compare lengths using appropriate measurement tools
- refine their understanding of geometry by drawing shapes based on the number of sides and angles

To see all the second grade math standards, go to:  
<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandar daug2013.pdf>

### Language Arts

In second grade, students continue to build their reading foundational skills, writing, speaking and listening, and language skills. They think, talk, and write about what they read. They are introduced to a variety of text including stories, books, articles, and other sources of information. Students will:

- read stories, such as fables and folktales, from different cultures and identify the lesson or moral of the story
- read history and science and identify main ideas
- answer who, what, when, why, and how questions about stories and books
- describe information learned from articles and books read aloud
- describe the reasons that an author gives to support a point
- learn the rules of spoken and written English
- participate in discussions with class
- write narrative, opinion, and informative/

explanatory pieces

- participate in shared research projects

To see all the second grade language arts standards, go to:

<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

### HOW CAN I TAKE ADVANTAGE OF THE NEW REPORT CARD TO HELP MY CHILD?

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

During parent-teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

The California Parent Teacher Association has created a "Parents' Guide to Student Success" for each grade level that offers specific tips for how to support your child's learning at home.

To see these guides, go to:

<http://www.capta.org/sections/programs/e-standards.cfm>.



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## A Parent's Guide: Standards- Based Report Cards

## Second Grade

### Adelanto Elementary School District



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# FREQUENTLY ASKED QUESTIONS ABOUT THE NEW STANDARDS-BASED REPORT CARDS

## WHAT ARE THE NEW COMMON CORE STATE STANDARDS?

In 2012, California joined the majority of states to adopt a shared set of national learning expectations in mathematics and reading language arts — the Common Core State Standards. For other subjects such as science, social science, health, the arts and PE, state standards are used to determine students' proficiency.

Academic content standards indicate what students should know and be able to do at each grade level by the end of the school year. All the standards can be found online at: <http://www.cde.ca.gov/be/st/ss/index.asp>

## HOW ARE STANDARDS-BASED REPORT CARDS DIFFERENT FROM TRADITIONAL REPORT CARDS?

On many traditional report cards, students receive one grade for reading and one grade for math. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

The achievement marks indicate a child's progress toward meeting specific grade-level standards. The student's proficiency is reported separately from his or her effort.

With the new standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The grades are based on the student's effort and achievement towards grade-level standards.

## HOW DOES THE NEW REPORT CARD MEASURE MY CHILD'S PROGRESS?

The new report card will use four different numbers to indicate a child's progress toward meeting the end-of-year grade-level California Common Core State standards. The table to the right offers a detailed explanation of what each symbol means.

Students are also given effort grades to share their progress toward work habits and skills required to be successful in the 21<sup>st</sup> century.

Students may receive a **■** mark to indicate that the curriculum related to a particular standard has not yet been taught or assessed during the trimester.

### EFFORT GRADING

<b>O = Outstanding</b>
Indicates the student is consistently exceeding expectations
<b>S = Satisfactory</b>
Indicates the student regularly meets grade level expectations
<b>I – Improving</b>
Indicates the student is making progress towards grade level expectations
<b>U = Unsatisfactory</b>
Indicates the student does not meet grade level expectations

### 4 Standards Exceeded

- The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

### 3 Standards Met

- The student has met the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.

### 2 Standards Nearly Met

- The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.

### 1 Standards Not Met

- The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.