

DAKOTA VALLEY ELEMENTARY SCHOOL 2ND GRADE REPORT CARD INFORMATION



Dear DVES Families,

We have put together this informational flip book to help us better share information about your child's report card (progress report) with you. The elementary school uses a Standards-Based Progress Report to provide parents/guardians information about their child's progress in meeting grade-level expectations of the SD State Standards. If you have any questions about the report card, please contact your child's teacher or Mrs. Maloney.

The Mission of the Dakota Valley School District is to ensure all students receive an enriched educational experience in a safe environment.

What does a Standards-Based Progress Report tell us? DVE utilizes four **performance indicators/letters** to mark a student's progress towards proficiency of the overall learning standard. These indicators each represent a different step in the learning process, however, each step also correlates to the time of year expectation. Each learning standard is tied directly to the SD Content Standards.

Why does DVE use a Standards-Based Progress Report?

DVE places a strong value on home-school partnerships, and we view the progress report as an important tool in furthering our shared understanding about your child's growth in both academics and social behaviors, as well as focusing all parties on the desired outcomes for **year-end learning goals**.

Who determines what performance indicator is marked on a Standards-Based Progress Report? Teachers assess student performance against agreed upon learning standards identified by the state of South Dakota as well as the Dakota Valley School District local curriculum.

When is the Standards-Based Progress Report completed?

The elementary teachers will complete the progress report at the end of each trimester after assessments have been completed.

REPORT CARD FAQs

Needs support (N)

Student is demonstrating mastery of grade-level expectations less than 50% of the time, or, demonstrating mastery of less than 50% of the grade-level expectations.

An “N” indicates that a student is not yet demonstrating adequate progress towards the grade-level standard, and ,may still be acquiring the prerequisite skills needed for growth in the given standard.

Beginning (B) (First Trimester Expectation)

Student is demonstrating mastery of grade-level expectations between 50-74% of the time, or, demonstrating mastery of 50-74% of the grade-level expectations.

A “B” indicates that the student is beginning to gain understanding and skills that should result in proficiency of the grade-level standards, given additional time and practice opportunities.

Progressing (P) (Second Trimester Expectation)

Student is demonstrating mastery of grade-level expectations between 75-89% of the time, or, demonstrating mastery of 75-89% of the grade-level expectations.

A “P” indicates that a student is developing consistent and independent ability towards proficiency in the grade-level standards.

Meets Grade Level standard (M) (Third Trimester Expectation)

Student is demonstrating mastery of grade-level expectations more than 90% of the time.

An “M” indicates that a student consistently and independently demonstrates proficiency of the grade-level standards.

WHAT DO THE LETTERS MEAN?

Social & Academic Behavior Power Standards and Grade-Level Expectations

1. Is Proactive

- Greets others appropriately
- Makes an apology
- Gets the teacher's attention appropriately
- Asks for help when needed
- Shows perseverance
- Uses an appropriate voice tone
- Takes ownership for his/her choices and actions
- Demonstrates self-control in all situations
- Follows directions in all areas of the building
- Does things before being told

2. Begins with the end in mind

- Sets goals for growth with teacher direction
- Thinks about the supplies needed prior to beginning a task or game
- Shows work ethic by completing work, doing work neatly, handling mistakes, etc.
- Shows effort and produces quality work

3. Puts first things first

- Asks permission
- Stays on task
- Stays organized
- Follows classroom procedures and rules

4. Thinks win-win

- Disagrees appropriately
- Independently solves conflict/problems with peers
- Is considerate of others
- Respects others' property

5. Seeks first to understand, and then to be understood

- Follows instructions
- Accepts "no" for an answer
- Accepts compliments
- Has the ability to hold a conversation with peers and adults
- Listens to others

6. Synergizes

- Accepts criticism or consequences
- Shares with others
- Works well with others
- Transitions between activities so all students are able to learn

SOCIAL & ACADEMIC BEHAVIORS

Writing & Language Power Standards and Grade-Level Expectations

1. Composes & organizes writing based on purpose and genre

- composes opinion pieces
- composes informative texts
- generates ideas through shared research, background knowledge, or information gathered from sources
- composes multi-event narratives

2. Develops quality writing based on purpose and genre

- in opinion pieces, introduces or states an opinion, supplies three reasons, and provides a concluding statement or section
- in informative pieces, introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section
- in narrative pieces, recounts a well-elaborated event or short sequence of events, includes details to describe actions, thoughts or feelings, and provides a sense of closure
- uses grade-level appropriate linking or temporal words or phrases to connect ideas in writing
- revises and edits writing based on feedback

3. Applies rules of language conventions

- prints letters correctly and fluently using spacing to ensure writing is read easily by others
- uses frequently occurring irregular plural nouns
- uses the past tense of frequently occurring irregular verbs
- uses adjectives and adverbs to correctly modify nouns and verbs
- produces, expands, and rearranges complete simple and compound sentences
- capitalizes holidays, product names, and geographic names
- uses commas in greetings and closings of letters
- uses commas to separate single words in a series
- uses an apostrophe to form contractions and singular possessives
- spells grade-appropriate high frequency words correctly
- use reference materials to check and correct spelling
- uses formal and informal English appropriately in speaking and writing

4. Determines the meaning of unknown words and understands word relationships

- uses sentence-level context as a clue to the meaning of a word or phrase
- determines the meaning of word when a prefix is added
- uses a known root word as a clue to the meaning of an unknown word with the same root
- uses individual words to predict the meaning of compound words
- identifies real-life connections between words and their use
- distinguish subtle differences among closely related verbs and adjectives
- uses knowledge of vocabulary and word meaning to convey ideas precisely

WRITING & LANGUAGE STANDARDS

Reading Standards and Grade-Level Expectations

1. Demonstrates understanding of basic reading skills

- distinguishes long and short vowels when reading regularly spelled one-syllable words
- knows spelling-sound correspondences for additional common vowel teams
- decodes regularly spelled two-syllable words with long and short vowels
- decodes words with common prefixes and suffixes
- identifies words with inconsistent but common spelling-sound correspondences
- recognizes and reads grade-appropriate high frequency words

2. Demonstrates appropriate oral reading skills

- following punctuation
- phrasing
- using expression (character voices and tone)
- appropriate rate of speed
- self-correcting errors and rereading as necessary

3. Reads and comprehends grade level literature

- reads literature texts at an independent level L or above
- asks and answers questions to demonstrate understanding of key details in a text
- retells stories and determines their central message/theme, lesson, or moral
- describes how characters in a story respond to major events and challenges
- describes how words and phrases create rhythm and meaning in a story, poem, or song
- identifies the overall structure of stories and their common elements
- expresses differences in the points of view of characters
- uses illustrations and words in a text to demonstrate understanding of its characters, setting or plot
- compares and contrasts two or more versions of the same story by different authors or from different cultures
- with support and guidance, chooses literature for personal enjoyment

4. Reads and comprehends grade level informational text

- reads informational texts at an independent level L or above
- asks and answers questions to demonstrate understanding about key details in text
- identifies the main topic of a multi-paragraph text and the focus of specific paragraphs within the text
- describes connection between two main components of an informational text
- determines the meaning of words or phrases in an informational text (grade-level)
- knows and uses various text features to locate key facts or information in a text efficiently
- identifies the main purpose of a text including what the author wants to answer, explain, or describe
- explains how specific images contribute to and clarify a text
- compares and contrasts the main ideas presented by two texts on the same topic
- with guidance and support, chooses informational texts based on personal interest and academic tasks

READING STANDARDS

Math Standards and Grade-Level Expectations

1. Represents and solves problems involving addition and subtraction

- uses addition and subtraction within 100 to solve specific one and two-step word problem types
- can represent problems visually
- writes the correct equation that includes a symbol for the unknown number
- solves word problems that include three whole numbers with sums less than 20
- uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units
- represents whole numbers as lengths from 0 on a number line with equally spaced points
- represents whole number sums and differences within 100 on a number line diagram

2. Adds and Subtracts within twenty

- fluently adds within 20 using mental strategies
- fluently subtracts within 20 using mental strategies
- knows all sums of two one-digit numbers
- uses understanding of the addition and subtraction operations to find the difference for most facts within 20

3. Understands place value

- understands that the three digits of a three-digit number represent the hundreds, tens, and ones places
- knows that 100 can be thought of as a bundle of ten tens called a "hundred"
- understands the numbers 100, 200, etc. refer to one hundred and no ones, two hundreds and no ones
- counts within 1,000
- skip counts by 5s, 10s, and 100s starting from any number
- reads and writes numbers to 1,000 using standard form, word form, and expanded form
- compares two three-digit numbers based on place value
- uses the greater than, less than, and equal to symbols correctly

4. Uses place value understanding and properties of operation to add and subtract

- fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- adds up to four two-digit numbers using place value and properties of operations strategies
- adds and subtracts within 1,000 using a variety of strategies
- understands that when adding or subtracting, you add or subtract hundreds and hundreds, tens and tens, ones and ones
- understands that it may be necessary to compose or decompose tens or hundreds when adding or subtracting
- mentally adds 10 or 100 to a given number 100–900
- mentally subtracts 10 or 100 from a given number 100–900
- explains why addition and subtraction strategies work

5. Measures and estimates lengths in standard units

- measures the length of an object with an appropriate tool
- measures the length of an object twice using two different length units
- describes how measurements relate to the size of the unit chosen (smaller unit–larger numeral)
- estimates lengths using inches, feet, centimeters, and meters
- measures to determine how much longer one object is than another

MATH STANDARDS