Berkeley Unified School District
GUIDE FOR FAMILIES
GRADE 2 REPORT CARD

The Berkeley Unified School District has made some changes to student Report Cards this school year. The purpose of this Guide is to give families a detailed explanation of the Report Card and of the District expectations. We hope that this Guide helps strengthen home-school communication.

Language Arts, Mathematics and Other Subjects

Language Arts is assessed in four areas:
- Reading
- Writing
- Writing and Oral English Conventions
- Listening and Speaking (applies to English Learners only)

Mathematics is assessed in five areas:
- Number Sense
- Algebra and Functions
- Measurement and Geometry
- Statistics, Data Analysis, and Probability
- Mathematical Reasoning

These are the marks given to grade 2 students in all subjects on the report card:

Mark	What it Stands For	Description of Student's Skills and Abilities
4	Advanced	**Exceeds the grade level standard** To receive a grade of 4, a student must be consistently achieving above the expectation for that standard in that trimester.
3	Proficient	**Regularly meets the standards** To receive a grade of 3, a student must be consistently performing at grade level standards. The expectations outlined in the following math section describe what a proficient student would be able to do in order to meet each standard over the course of the school year. This is the minimum target level for all students.
2	Approaching	**Inconsistently meets the standards** To receive a grade of 2, a student is inconsistently meeting grade level standards, and may be performing up to one year below grade level on district assessments.
1	Below	**Does not meet the grade level standards** To receive a grade of 1, a student is not meeting grade level standards, and may be performing one or two years

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		below grade level expectations on district assessments.

District Assessments

<u>Language Arts</u>
The district uses reading, writing and spelling assessments to assess student growth in literacy. In assessing reading, teachers identify the level at which students are reading as well as their particular strengths and weaknesses as a reader. In assessing student writing, teachers look at mechanics (grammar, punctuation, sentences, etc.) and content (what the student is trying to communicate in writing). In assessing spelling, teachers look at the accuracy of student spelling to assess progress. For each test, your student's score is reported along with the target for the grade level. Refer to the Grade Level Expectations chart on the report card for all district expectations at the elementary level.

<u>Mathematics</u>
The District Math Assessment is given three times a year to assist teachers in tracking student progress toward learning the math for their grade level. The District Assessment also gives students practice with a format similar to the California Standards Test (CST) that students take in the spring. Your student's score and percentage correct appear on the Report Card.

Teachers assess student progress in math according to the district's expectations for each trimester, which are outlined in the attached Key Mathematics Standards table. If a box is shaded (■) on the report card, then mastery of that particular standard is not expected during that trimester.

Two Way Immersion and Bilingual Programs
For students enrolled in either of these programs, the marks in the Language Arts section as well as district assessments reflect the student's performance in Spanish Language Arts.

English Proficiency
This section of the Report Card is only used for students who speak a language other than English at home. The teacher is providing information on your child's progress toward English Proficiency to become fully fluent.

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KEY MATHEMATICS STANDARDS IN GRADE 2
Student receives a 3 for "Proficient" if:

NUMBER SENSE		
Performs basic grade level computations		
Fall: Knows basic addition and subtraction facts	Winter: In addition to Fall skills, student can add and subtract 2-digit numbers using counting up strategies	Spring: In addition to Winter skills, student can add and subtract 2-digit numbers with regrouping. Student can also solve simple multiplication and division problems using repeated addition and arrays.
Counts, reads, and writes whole numbers to 1,000 and identifies the place value for each digit		
Fall: Student can count, read, and write numbers up to 100	Winter and Spring: Student can count, read and write increasingly larger numbers, up to 1,000	
Understands, orders, and compares whole numbers to 1,000 using the symbols <, =, >		
Fall: Student can use the correct symbol to complete number expressions such as: 3 < 4 + 1, 98 > 89	Winter and Spring: Student can achieve fall standard but with greater complexity and larger numbers (up to 1,000)	
Uses the inverse relationship between addition and subtraction to check results		
Fall, Winter and Spring: Student understands that an inverse number sentence for 8 + 6 = 14 is 14 – 6 = 8, and can use this information to check solutions to problems		
Finds the sum or difference of two numbers up to three digits long		
Fall: Student can solve addition and subtraction problems such as 15 + 6 = 21 and 45 – 9 = 36	Winter: Student can solve addition and subtraction problems such as 45 + 26 = 71, 13 + 6 + 7 = 26, and 45 – 39 = 6	Spring: Student can use algorithms to solve problems such as 245 + 632 = 877 and 759 – 563 = 196
Models and solves simple problems involving multiplication and division		
Fall and Winter: Not expected this marking period		Spring: Student understands that 5 + 5 + 5 + 5 is the same as 4 x 5 and 5 x 4, and can draw a picture to show how three children could share 12 cookies equally
Uses repeated addition, arrays, and counting by multiples to do multiplication		
Fall: Not expected this marking period	Winter and Spring: Student can demonstrate 2 x 4 as 2 + 2 + 2 + 2, or by counting 2, 4, 6, 8, or in an array: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	

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Uses repeated subtraction, equal sharing, and forming equal groups with remainders to do division	
Fall: Not expected this marking period	Winter and Spring: Student can demonstrate 15 ÷ 3 as 15 -3 -3 -3 -3 -3 = 0 (5 groups of 3 are in 15), and can draw a picture to show how 4 friends would share 17 jellybeans

Knows multiplication tables of 2's, 5's, and 10's and commits to memory	
Fall and Winter: Not expected this marking period	Spring: Student knows these multiplication facts quickly without having to skip-count to find answers

Recognizes, names, and compares fractions from 1/12 to 1/2	
Fall and Winter: Not expected this marking period	Spring: Student understands that $\frac{2}{4} = \frac{1}{2}$, that $\frac{1}{8}$ is less than $\frac{1}{4}$, and can make other such comparisons

Recognizes fractions of a whole and parts of a group	
Fall and Winter: Not expected this marking period	Spring: Student understands $\frac{3}{5}$ as both of these pictures:

Knows that when all fractional parts are included, such as four-fourths, the result is equal to the whole and one	
Fall and Winter: Not expected this marking period	Spring: Student knows that $\frac{4}{4}$ is equal to 1 whole, and can be written simply as 1

Solves problems with money using combination of coins and bills	
Fall: Not expected this marking period	Winter and Spring: Student can solve problems such as: Monica has four quarters, two dimes, and one nickel. How much money does she have? Given a picture of several coins and/or bills, student can calculate total and solve simple problems involving making change from a purchase.

Knows and uses the decimal notation and the dollar and cent symbols for money	
Fall and Winter: Not expected this marking period	Spring: Student can use correct notation for money amounts, e.g. $0.76, $4.38

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ALGEBRA AND FUNCTIONS

Uses the commutative and associative rules to simplify mental calculations
Fall, Winter, and Spring: Student understands that 3 + 7 = 7 + 3 Student can complete problems such as 5 + 8 = ☐ + 15, or can draw dots to show why 11 + 18 = 18 + 11 Student knows that 7 + 8 + 13 = 8 + 13 + 7

MEASUREMENT AND GEOMETRY

Measures the length of an object to the nearest inch and/or centimeter	
Fall: Not expected this marking period	Winter and Spring: Student knows the difference between inches and centimeters, and can use a ruler to accurately measure objects

Identifies and describes the attributes of common figures in the plane and of common objects in space	
Fall: Not expected this marking period	Winter and Spring: See description below

Describes, and classifies plane and solid geometric shapes (circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to number and shape of faces, edges, and vertices	
Fall: Not expected this marking period	Winter and Spring: For example, student can state that a triangular pyramid has four faces, four vertices, and six edges; also can identify that faces on a cube are squares, and so on for other two- and three-dimensional shapes

Puts shapes together and takes them apart to form other shapes	
Fall and Winter: Not expected this marking period	Spring: Student can, for example, take three triangular pattern blocks and create a trapezoid, or six triangles to make a hexagon

STATISTICS, DATA ANALYSIS, AND PROBABILITY

Collects, records, organizes, displays, and interprets data on bar graphs and charts	
Fall: Not expected this marking period	Winter and Spring: Student can read and understand tally charts and simple bar graphs, can make true statements and answer questions using the information represented

Recognizes and describes patterns and understands how they grow	
Fall: Not expected this marking period	Winter and Spring: Student can solve problems such as "If there are two horses on a farm, how many horseshoes will we need to shoe all the horses? How many for 3, 4, 5, 6, 7, 8, 9, and 10 horses?"

MATHEMATICAL REASONING

Sets up and solves problems and can justify the reasoning involved
Fall, Winter, Spring: Student can set up and solve problems using multiple strategies, and explain the thinking that led to a particular solution