

Los Gatos Union School District



Standards-Based Report Card

Second Grade

Parent Handbook 2018 - 2019

Revised September 2018

Dear Parents and Guardians,

The Los Gatos Union School District’s new *Standards-Based Report Card* is fully aligned with the State of California’s Common Core Standards. The scores on the report card do not reflect every standard taught and assessed during the school year, but rather the prioritized standards selected by the district’s grade-level teams. Prioritized standards were selected because they were considered high leverage standards that are indicators of future academic success. These prioritized standards are reported on in the scope and sequence designed by teacher teams. The following documents show these selected prioritized standards in the corresponding trimester that they are taught and formally assessed.

We hope the Standards-Based Report Card is a useful tool that enhances school and home communication, and that it provides the basis for ongoing dialogue to support each student’s success.

Sincerely,

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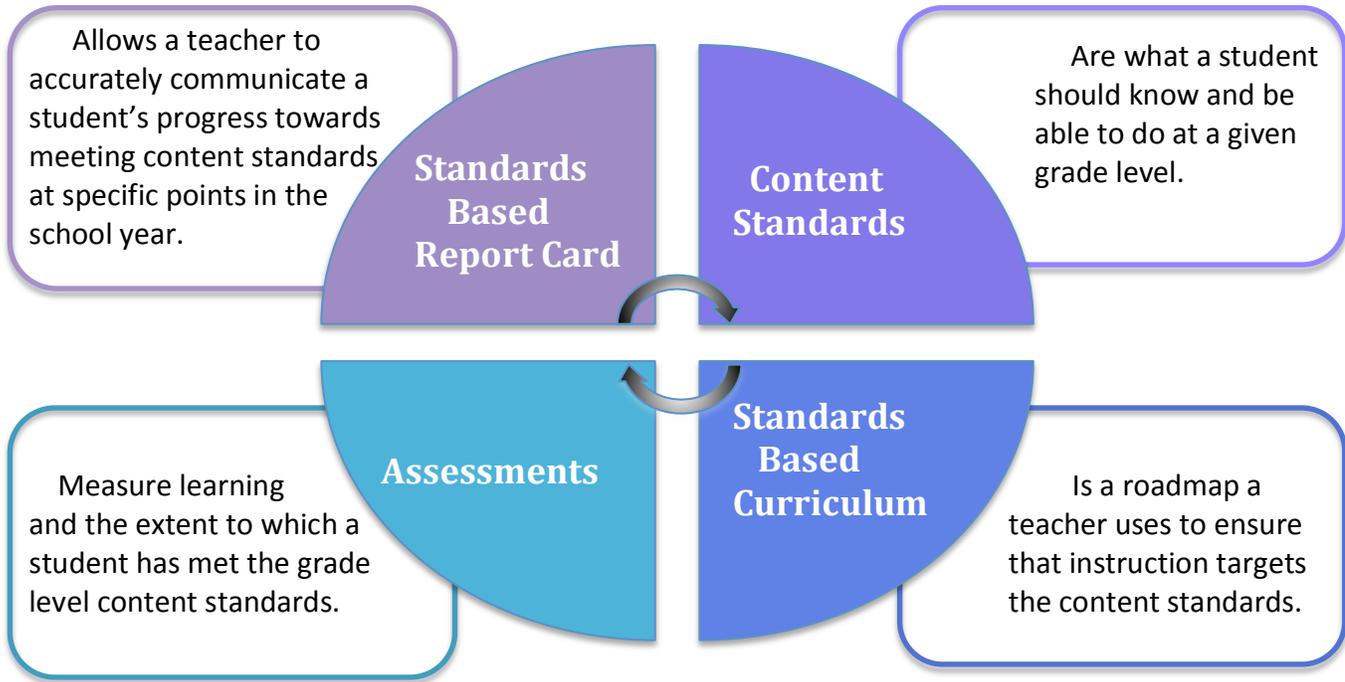
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Components of a Standards-Based System



TRADITIONAL SYSTEMS	STANDARDS-BASED SYSTEM
<ul style="list-style-type: none"> Major subjects listed by name only 	<ul style="list-style-type: none"> Content standards and grade-level indicators define major subjects
<ul style="list-style-type: none"> One grade per subject 	<ul style="list-style-type: none"> One grade for each goal within a subject area
<ul style="list-style-type: none"> Percentage system Criteria often unclear or assumed to be known 	<ul style="list-style-type: none"> Criterion-referenced standards and goals Publicly published criteria/targets
<ul style="list-style-type: none"> Uncertain mix of achievement/attitude/effort/behavior Includes group scores 	<ul style="list-style-type: none"> Achievement only Individual evidence only
<ul style="list-style-type: none"> Everything is scored and included regardless of when it was completed in the grading period 	<ul style="list-style-type: none"> Most recent evidence emphasized
<ul style="list-style-type: none"> Grades "calculated" 	<ul style="list-style-type: none"> Grades "determined" by measuring progress towards meeting standards
<ul style="list-style-type: none"> Varied quality of assessments 	<ul style="list-style-type: none"> Quality assessments only and data carefully recorded
<ul style="list-style-type: none"> Teacher decides and announces grades 	<ul style="list-style-type: none"> All aspects of grading discussed with students

Progress Towards Standards

In grades kindergarten through fifth grade, there are three trimesters per school year. At the end of each trimester, teachers will provide information about your student's progress on the Standards-Based Report Card.

For each reporting period, students are evaluated based on their progress in specific, prioritized standards or learning objectives taught during the trimester.

The final report card reflects the student's end-of-year progress in mastering the prioritized standards for that grade level. Proficiency levels are broadly defined as follows:

SCORING

On a Standards-Based Report Card, a mark of "3" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of "3" and "2" both indicate that a student is working within the expectation of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The goal is that students will achieve a "3" by the end of the year for each grade-level standard. Learners are scored on their progress made toward mastery of the expectations set forth for each marking period.

3

Adequate Understanding of Grade Level Common Core State Standards

A mark of "3" indicates that the student's progress meets grade-level expectations as demonstrated by evidence which shows individual understanding and consistent application of grade-level concepts. This student has met the expectation independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

2

Partial Understanding of Grade Level Common Core State Standards

A mark of "2" indicates that the student has basic understanding of, or partially meets grade-level expectations. The student's progression of skills and information is in the expected range, but he/she still requires support and assistance to meet the requirements of the academic standard for his/her grade-level.

1

Minimal Understanding of Grade Level Common Core State Standards

A mark of "1" indicates that the student has minimal understanding of or consistently does not meet grade-level expectations. Student is not meeting the requirements of the grade-level standard at this time. His/her instructional level is characterized as requiring teacher support and differentiation/accommodations or modifications.

Frequently Asked Questions about Standards Based Grading and Reporting

What are standards based report cards?

On many traditional report cards, students receive one grade for reading, one for math, one for science and so on. 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.

Goals of our standards based report card:

1. Clarify and reinforce consistent, high expectations for all students and schools.
2. Help teachers, students, and families focus on the standards throughout the school year.
3. Provide specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement.

Why are we updating our report card?

Aligning classroom instruction, assessment, and feedback to students and families to the rigorous Common Core State Standards is essential to improving teaching and learning. The revised, K-5 standards-based report card is only one component in this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of Common (district-wide) Benchmark Assessments in both Math and English Language Arts. Each of these creates an opportunity for individual and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.

How can I tell the District's report cards are aligned to the California Standards?

The Los Gatos Union School District's new Standards Based Report Card is fully aligned with the state of California's Common Core Standards. The report card features every domain, heading, and subheading from the Common Core State Standards. Go to <http://www.cde.ca.gov/re/cc/> to have full access to all of the California State Standards.

How will teachers determine the grades?

Teachers will determine grades using the Los Gatos Union School District's Common Benchmark Assessment given at the end of each trimester in both Math and English Language Arts. The Common Benchmark Assessment is used by teachers to assess prioritized standards. However, the Common Benchmark Assessment is not the only information that teachers use to assign a grade to a student. Teachers will also use classwork and formative assessment data collected during the trimester to inform the grades they assign on the prioritized standards.

How frequently will report cards be distributed?

Report cards will be distributed three times during the school year using a trimester timeline. Each marking period is approximately 13 weeks long. The dates of the marking periods are indicated on the district calendar.

What is the difference between Curriculum, Grading, and Reporting?

The curriculum covers all of the state standards and places them in a logical scope and sequence in a yearlong plan. Grading is the feedback given to students detailing progress towards mastery of grade level standards or expectations. Teachers are reporting progress to parents on prioritized standards, which are commonly assessed across the district and appear on the report card at the end of each trimester.

Prioritized Standards for Report Card (per Trimester)*Prioritized Standards are subject to changes*

Second Grade Common Core ELA Curriculum Map - Trimester 1	
Prioritized ELA Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
2.RI.01	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
<i>Integration of Knowledge and Ideas</i>	
2.RL.07	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Standard	Reading Standards for Foundational Skills
<i>Phonics and Word Recognition</i>	
2.RF.03a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<i>Fluency</i>	
Standard	Writing
<i>Text Types and Purposes</i>	
2.W.01	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.
<i>Production and Distribution of Writing</i>	
Standard	Speaking and Listening
<i>Comprehension and Collaboration</i>	
2.SL.01a	Follow agreed upon rules for discussions, (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Standard	Language
2.L.02a	Capitalize holidays, product names, and geographic names.

Second Grade Common Core Math Curriculum Map - Trimester 1	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Operations and Algebraic Thinking
2.OA.02	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
Standard	Number and Operations in Base Ten
<i>Understand place value.</i>	
2.NBT.04	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Standard	Measurement and Data
Standard	Geometry
<i>Reason with shapes and their attributes.</i>	
2.G.01	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Sizes are compared directly or visually, not compared by measuring. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

Second Grade Common Core Music Curriculum Map - Trimester 1 (cont.)	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
<i>Apply Vocal and Instrumental Skills</i>	
2.CE.02.2	Sing age-appropriate songs from memory
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

Prioritized Standards for Report Card (per Trimester)

Second Grade Common Core ELA Curriculum Map - Trimester 2

Prioritized ELA Standards

Use the following standards when evaluating a student's progress for this trimester.

Standard	Reading Standards for Literature and Informational Text
<i>Key Ideas and Details</i>	
2.RL.01	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
<i>Craft and Structure</i>	
2.RI.06	Identify the main purpose of a text, including what the author wants to answer, explain, or describe
Standard	Reading Standards for Foundational Skills
<i>Phonics and Word Recognition</i>	
2.RF.03b	Know spelling-sound correspondences for additional common vowel teams.
<i>Fluency</i>	
Standard	Writing
<i>Text Types and Purposes</i>	
2.W.03	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Standard	Speaking and Listening
<i>Comprehension and Collaboration</i>	
2.SL.01a	Follow agreed upon rules for discussions, (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Standard	Language
<i>Conventions of Standard English</i>	
2.L01e	Use adjectives and adverbs, and choose between them depending on what is to be modified.

Second Grade Common Core Math Curriculum Map - Trimester 2 (cont.)

Prioritized Math Standards

Use the following standards when evaluating a student's progress for this trimester.

Standard	Operations and Algebraic Thinking
<i>Represent and solve problems involving addition and subtraction.</i>	
2.OA.01	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.02	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

Second Grade Common Core Math Curriculum Map - Trimester 2 (cont.)	
Prioritized Math Standards	
<i>Represent and solve problems involving addition and subtraction.</i>	
Standard	Number and Operations in Base Ten
<i>Use place value understanding and properties of operations to add and subtract</i>	
2.NBT.07	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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Standard	Measurement and Data
<i>Work with time and money.</i>	
2.MD.07	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
Standard	Geometry

Second Grade Common Core Music Curriculum Map - Trimester 2	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
<i>Apply Vocal and Instrumental Skills</i>	
2.CE.02.2	Sing age-appropriate songs from memory
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications

Prioritized Standards for Report Card (per Trimester)*Prioritized Standards are subject to changes***Second Grade Common Core ELA Curriculum Map - Trimester 3****Prioritized ELA Standards**

Use the following standards when evaluating a student's progress for this trimester.

Standard	Reading Standards for Literature and Informational Text
<i>Craft and Structure</i>	
2.RI.05	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<i>Integration of Knowledge and Ideas</i>	
2.RI.07	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Standard	Reading Standards for Foundational Skills
<i>Phonics and Word Recognition</i>	
2.RF.03c	Decode regularly spelled two-syllable words with long vowels.
<i>Fluency</i>	
Standard	Writing
<i>Text Types and Purposes</i>	
2.W.02	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Standard	Speaking and Listening
<i>Comprehension and collaboration</i>	
2.SL.01a	Follow agreed upon rules for discussions, (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<i>Presentation of knowledge and Ideas</i>	
2.SL.04a	Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.
Standard	Language
<i>Conventions of Standard English</i>	
2.L01e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<i>Vocabulary Acquisition and Use</i>	
2.L.04a	Use sentence-level context as a clue to the meaning of a word or phrase.

Second Grade Common Core Math Curriculum Map - Trimester 3**Prioritized Math Standards**

Use the following standards when evaluating a student's progress for this trimester.

Standard	Operations and Algebraic Thinking
<i>Represent and solve problems involving addition and subtraction.</i>	
2.OA.01	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
2.OA.02	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Prioritized Standards for Report Card (per Trimester)

Prioritized Standards are subject to changes

Second Grade Common Core Math Curriculum Map - Trimester 3 (cont.)	
Prioritized Math Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Number and Operations in Base Ten
<i>Use place value understanding and properties of operations to add and subtract</i>	
2.NBT.07	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; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Standard	Measurement and Data
<i>Measure and estimate lengths in standard units.</i>	
2.MD.02	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
Standard	Geometry
<i>Reason with shapes and their attributes.</i>	
2.G.03	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Second Grade Common Core Music Curriculum Map - Trimester 3	
Prioritized Music Standards	
Use the following standards when evaluating a student's progress for this trimester.	
Standard	Artistic Perception
Standard	Creative Expression
<i>Apply Vocal and Instrumental Skills</i>	
2.CE.02.3	Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction
Standard	Historical and Cultural Context
Standard	Aesthetic Valuing
Standard	Connection, Relationships, Applications