



# Second Grade

## Raymore-Peculiar School District

Accredited with Distinction

Mission: Preparing each Student for a Successful and Meaningful Life





Greetings,

A reporting system's purpose is to provide ongoing and meaningful feedback so students, parents and teachers know where students are with their understanding, what it takes to improve, and what the target or goal is for mastery. Students become more engaged and motivated in their learning when they understand what it takes to reach proficiency.

This parent guide has been designed to provide an understanding of the reporting method. If you have questions, please contact your child's teacher or your school's principal.

Sincerely,  
Academic Services

### **Ray-Pec Administration**

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Dr. Kevin Daniel, Assistant Superintendent of Academic Services

Dr. Karen Hurst, Director of Curriculum, Assessment and Elementary Education

Karmin Ricker, Instructional Design and Technology Coordinator

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Linda Bass, Director of Special Services Grades 5-12

Kristel Barr, Director of Student Services and Secondary Education

Dr. Al Voelker, Principal of Bridle Ridge Intermediate

Randy Randolph, Principal of Eagle Glen Intermediate

Dr. Jerrod Fellhauer, Principal of Creekmoor Elementary

Dr. Lovie Driskill, Principal of Timber Creek Elementary

Michelle Hofmann, Principal of Raymore Elementary

Doug Becker, Principal of Stonegate Elementary

Missy Mattingly, Principal of Shull Elementary

Rob Weida, Principal of Peculiar Elementary

### **Why does the Raymore-Peculiar School District utilize a standards-referenced report card (SRRC)?**

- The state requires mastery of standards to be promoted. Report cards should reflect that a student has mastered the standards and inform everyone that a child is ready to move on to the next grade.
- SRRCs link standards together throughout the grade levels increasing in breadth and depth each year.
- SRRCs highlight **Power Standards**. There are many standards to teach and learn. **Power Standards** identify which are most important standards for students to know.
- SRRCs provide more continuity across grades. For example with SRRCs, the 2<sup>nd</sup> grade teacher will know what **learning targets** were taught the previous year.
- Teachers can reflect upon their teaching practices. Studies show that students learn more with reflective teachers who are constantly thinking about what and how to teach.
- SRRCs help teachers focus upon what to emphasize.
- Students know what is expected in his or her learning.
- SRRCs help make scoring and reporting more uniform throughout the district.
- SRRCs help parents better understand what their children know and need to learn

## **Information on the Report Card**

### **1. Student Information**

General information about a student.

### **2. Attendance**

Days a student is enrolled, absent or tardy.

### **3. Quarters**

Four quarters during the school year. Quarterly reporting is on the progress of *Learning Targets*. Final report of the year will measure understanding of Learning Targets and *Power Standards*. Art, Music, and Physical Education will report on a semester basis (2<sup>nd</sup> quarter and 4<sup>th</sup> quarter). Technology skills are a part of how students learn in the 21<sup>st</sup> Century. Technological skills and processes will be taught and students will apply these within their content learning. A separate score will not be reported out separately on the report card.

### **4. Student Learning Attributes**

#### **Effort**

Perseveres and attempts quality work

#### **Engagement**

Actively participates and listens; shows interest

#### **Responsibility**

Follows directions; meets deadlines; manages time; advocates for self; demonstrates sportsmanship

#### **Respectfulness**

Respects people, property, and uses network etiquette when online, cooperates with others

#### **Preparedness**

Prepares and organizes for learning with positive attitude and needed materials

### **5. Academic Descriptors**

**4**=Learning and performing beyond grade-level or course standards

**3**=Meeting grade-level or course standards independently; thoroughly; and accurately

**2**=Progressing toward grade-level or course standards with some additional help and support

**1**=Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance

**IE**=Insufficient Evidence

**NA**=Not assessed at this time

**M**=Modified Standard

The markings show how your student's performance compares to clearly defined grade-level standards. The grade-level standards are based on the Missouri Learning Standards.

When determining an achievement level, teachers consider the degree to which a student is able to demonstrate progress, apply skills and knowledge through assessments, performance, and products over time. A preponderance of evidence is used when determining student understanding.

Deeper explanation of Academic Descriptors:

#### **4 =Learning and performing exceeds grade-level or course standards**

The student's academic performance significantly and consistently demonstrates knowledge, application, and extension of content standards not necessarily taught during the year. Typically a student at this level extends the understanding of the grade level standards, goes deeper, explores connections or relationships through critical thinking or exhibits creativity in their thinking.

**3=Meeting grade-level or course standards independently; thoroughly; and accurately**

The student's academic performance consistently demonstrates knowledge and application of grade level standards.

**2 =Progressing toward grade-level or course standards with some additional help and support**

The student's academic performance partially demonstrates knowledge of grade level standards taught during the year and may require assistance periodically. The student understands specific learning targets, but does not demonstrate understanding of the grade level standard consistently or thoroughly.

**1 =Experiencing difficulty meeting required grade-level or course standards; consistently requires assistance**

The student's academic progress demonstrates limited knowledge of grade level standards taught during the year. Progress indicates student may not achieve proficiency by the end of the year. The student requires assistance throughout.

**IE=Insufficient Evidence**

There is not enough evidence at this time to determine level of understanding.

**NA=Not Assessed at this Time**

Student progress has not been measured at this time.

**M=Modification of Standard**

Standard has been modified to align with specific individualized student learning plans. Modifications are based on a student's present level of academic performance.

# Second GRADE

## Power Standards and Learning Targets

### English Language Arts

#### **Power Standard**

The student will be able to read and comprehend in the grades 2-3 text complexity range proficiently.

#### **Learning Targets**

- I can describe key ideas and details.
- I can explain my knowledge and ideas regarding informational and literary text.
- I can identify elements of craft and structure in informational and literary text.

#### **Power Standard**

The student will be able to connect reading foundational skills.

#### **Learning Targets**

- I can apply grade-level phonics and word analysis skills in decoding words.

#### **Power Standard**

The student will be able to compose a variety of writing pieces.

#### **Learning Targets**

- I can demonstrate use of various types of writing and their purposes.
- I can participate in research to build and present knowledge.
- I can produce and distribute writing with guidance and support. ( directive or general feedback)  
Introductory Level Target

#### **Power Standard**

The student will be able to connect their thinking through collaborative conversations.

#### **Learning Targets**

- I can build on comprehension through collaboration.
- I can present my knowledge and ideas to others.

#### **Power Standard**

The student will be able to critique their use of the English language when reading, writing, speaking, and listening.

#### **Learning Targets**

- I can acquire and use vocabulary.
- I can demonstrate conventions of standard English.
- I can use knowledge of language when writing, speaking, reading, or listening.

### Math

#### **Power Standard**

The student will be able to justify the use of operations and algebraic thinking within addition and subtraction.

#### **Learning Targets**

- I can add and subtract within 20.
- I can represent and solve problems involving addition and subtraction.

- I can work with equal groups of objects to gain foundations for multiplication.

#### **Power Standard**

The student will be able to summarize their knowledge of number and operations in base ten.

#### **Learning Targets**

- I can understand place value.
- I can use place value understanding and properties of operations to add and subtract.

#### **Power Standard**

The student will be able to evaluate measurement and data.

#### **Learning Targets**

- I can measure and estimate lengths in standard units.
- I can relate addition and subtraction to length.
- I can represent and interpret data.
- I can work with time and money.

#### **Power Standard**

The student will be able to analyze understanding of geometry.

#### **Learning Targets**

- I can reason with shapes and their attributes.

### Science

#### **Power Standard**

The student will be able to demonstrate understanding of structure and properties of matter.

#### **Learning Targets**

- I can describe and classify different kinds of materials by their observable properties.

#### **Power Standard**

The student will be able to demonstrate understanding of processes that shape the Earth.

#### **Learning Targets**

- I can observe that Earth's events can occur quickly or slowly.
- I can identify where water is found on Earth and that it can be solid or liquid.

#### **Power Standard**

The student will be able to demonstrate understanding of interdependent relationships in ecosystems.

#### **Learning Targets**

- I can describe what plants need to survive.

## Social Studies

### Power Standard

The student will be able to explain the rights and responsibilities of citizens.

### Learning Targets

- I can explain the importance of promoting the common good.
- I can explain the importance of the Pledge of Allegiance.
- I can explain the rights of citizens.

### Power Standard

The student will be able to explain basic economic concepts

### Learning Targets

- I can describe the relationship among consumers, consumption, producers, and production.
- I can identify basic economic concepts.

### Power Standard

The student will be able to utilize information from maps and globes.

### Learning Targets

- I can locate the world's seven continents and five oceans.
- I can read and understand maps and symbols.

## Art

### Power Standard

The student will be able to develop works of art through the application of art materials, techniques, and processes.

### Learning Targets

- I can apply balance.
- I can construct a form using coiling methods.
- I can identify geometric and organic shapes.
- I can mix two primary colors to make a secondary color.
- I can use media to completely fill an area.
- I can demonstrate an over/under weaving pattern with paper.

### Power Standard

The student will be able to explore visual arts to communicate a variety of creative ideas, feelings, and experiences.

### Learning Targets

- I can develop a plan to produce art.

## Music

### Power Standard

The student will be able to demonstrate music literacy.

### Learning Targets

- I can perform rhythms including quarter notes, eighth note pairs, quarter rests and half notes.
- I can perform melodies using do-mi-so-la.
- I can perform a repeat sign when I see one.

### Power Standard

The student will be able to sing tunefully and with expression.

### Learning Targets

- I can match the pitch of my teacher's voice when he/she sings a short melodic pattern using second grade pitches.
- I can interpret my teacher's cues to make music louder and softer.

## Physical Education

### Power Standard

The student will be able to demonstrate a variety of manipulative skills and movement patterns for lifetime wellness.

### Learning Targets

- I can demonstrate loco-motor movements in combinations.
- I catch a ball with my hands.
- I can demonstrate a bounce pass to a target.
- I can demonstrate various jump roping styles.
- I can demonstrate bilateral skills.
- I can strike a ball continuously with a racket.
- I can trap a soccer ball.