

**PARENT GUIDE
TO THE NORTHWOOD &
VILLAGE ELEMENTARY
REPORT CARD
GRADE 2**



This Report Card, aligned with the New York State Common Core Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

It is our professional responsibility to provide parents and students with complete and accurate information that reflect your child's performance, and the indicators on the Report Card are designed to reflect *achievement*. *Achievement* is measured by student's performance at a single point in time and how well the student performs against a standard. We also need to help you understand the *progress* your child is making. *Progress* is measured by how much "gain" or "growth" a student makes over time and compares the child only to him/herself. The narrative in the Report Card, parent conferences, informal communication, and work sent home help provide you with information about your child's progress.

This Parent Guide was written to assist you in understanding how your child is scored on the elementary Report Card.

- **Content Descriptors:** These are used for the various subject areas. They are scores of 1, 2, 3 and 4 with descriptions that help parents understand what each number truly signifies. In addition, the meanings of the scores of 1-4 in each trimester are also articulated.
- **Behavior Descriptors:** These are used for work habits and behaviors, which are different than the subject areas.

Finally, we recognize that the standards in mathematics are unfamiliar and at times, can be difficult to understand; even beginning at first grade some are wordy or specific to particular concepts. This guide provides information to explain **some** of the more complex math indicators entail so you can understand the areas in which your child is struggling or mastering. It also explains the mathematical **thinking** we are working toward developing, along with specific grade level **content**.

1-4 CONTENT DESCRIPTORS FOR THE SUBJECT AREAS

For the trimesters 1 and 2, students are evaluated based **on their progress toward** end-of-year standard/benchmark. For the final trimester in June, the score reflects their **actual achievement** in relation to that standard/benchmark.

4 Exceeds Standards

- **Trimester 1:** The student is already or nearly achieving the end-of-year standard/benchmark.
- **Trimester 2:** The student is already achieving the end-of-year standard/benchmark.
- **Trimester 3:** Student demonstrates a deeper understanding of grade level standards and application of skills is that is well beyond the grade level standard/benchmark.

3 Meets Standards Independently

- **Trimester 1 and 2:** The student is making consistent and adequate progress **toward** achieving end-of-year standard/benchmark. At this point in time, the student is where they need to be so that by the end of the year, he/she will meet the end of year standard/benchmark.
- **Trimester 3:** Score of 3 reflects that the student is actually meeting the standard/benchmark.
 - Student demonstrates consistent application of skills
 - Student independently applies grade level standards and skills.

2 Partially Meets Standards

- **Trimester 1 and 2:** Student is making progress, yet is below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** A score of 2 indicates that the student's actual achievement only partially meets the standard/benchmark.
 - Student needs assistance to use grade level standards and skills
 - Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level
 - Student is progressing in understanding, however, the skills are not yet mastered

1 Does Not Meet Standards

- **Trimester 1 and 2:** Student may be making some progress, but is well below where we would expect them to be in order to meet the end of year standard/benchmark.
- **Trimester 3:** Score 1 indicates that the student's actual achievement is below the standard/benchmark.
 - Student needs continued support; may struggle even with assistance
 - Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level

DESCRIPTORS FOR WORK HABITS AND BEHAVIORS

Students receive the following scores, separate from the subject areas, for work habits and behaviors.

- 3 demonstrates
- 2 occasionally demonstrates
- 1 has difficulty demonstrating

MATH

Grades 1 - 6

The math section of the Report Card contains

- 3 Mathematical Thinking indicators
- Additional grade level content indicators

The first 3 indicators are Mathematical Thinking indicators. Please see them below:

1. **Make sense of problems and perseveres in solving them.**

Teachers will be looking for the following evidence:

- The student explained the problem and showed perseverance by making sense of the problem.
- The student selected and applied an appropriate problem solving strategy that lead to a thorough and accurate solution.
- The student checked their answer using another method.

2. **Clearly and precisely communicate mathematically thinking.**

Teachers will be looking for the following evidence:

- The student was precise by clearly describing their actions and strategies, while showing understanding and using grade level appropriate vocabulary in their process of finding solutions and can compare their process to peers alternative process.
- The student expressed and justified their opinion using a variety of numbers, pictures, charts, and words.
- The student connects quantities to written symbols and creates a logical representation with precision.

3. **Use mathematical strategies, models and tools appropriately.**

Teachers will be looking for the following evidence:

- The student selected multiple efficient tools and correctly represented the tools to reason and justify their response.
- The student was able to explain why their tool/model was efficient.

The content will be changing as the year progresses, but our practice/thinking expectations remain consistent. For example, when students have finished up units on multiplication and division of whole numbers, we will consider the first indicator to be

- Makes sense of *subtraction* problems and perseveres in solving them.

The next trimester students may have finished fractions. At that point, the first indicator is considered to be

- Makes sense of *measurement* problems and perseveres in solving them.

Below we have listed some of the Grade 2 content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

Fluently adds and subtracts within 20 using mental strategies.

Teachers will be looking for evidence such as:

- Students know their addition and subtraction facts within 20.
- For example
 - $15+4 = 19$
 - $6+8 = 14$
 - $18-3 = 15$
 - $14-8 = 6$ etc.

If they do not have them memorized, they have an efficient strategy for figuring them out. Some strategies include remembering it is one less than a double fact or get to ten then add in the rest.

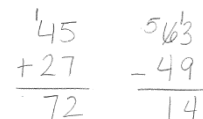
- For example: $6+8=14$ (If I start at 6, I know that 4 will make 10, so I subtract 4 from 8 and now I have friendly numbers $10+4=14$)

Adds and subtracts within 1000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Students will be working toward this level. Most of their work will be anchoring in understanding with two digit numbers and at the end of the year extending it to three digit numbers.

Teachers will be looking for evidence such as:

- Students extend their number fact and place value strategies to add within 1000
- They represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
- Students are able to use strategies to add up to four two-digit numbers.
- Students understand that when subtracting, they may need to think of 1 hundred as 10 tens or 1 ten as 10 ones. Sometimes people think of this as exchanging (or borrowing).
- Students apply their place value skills to decompose (break apart) numbers. For example, $317 + 412$ can be thought of as 3 hundreds 1 ten and 7 ones plus 4 hundreds 1 ten and 2 ones. Students decompose the numbers into 100s, 10s, and 1s.
- Students work with problems both in and out of context and presented in horizontal and vertical forms.
- Students use language associated with proper place value. See examples below.
- They explain and justify their mathematical thinking both verbally and in a written format.
- Students estimate the solution prior to finding the answer, focusing on the meaning of the operation and helping them attend to the actual quantities.

Please note: Students are **not** introduced to the standard algorithm of carrying or borrowing in second grade. Their time is being spent focused on critical place value understandings.





The image shows two handwritten vertical math problems. The first is an addition problem: $\begin{array}{r} 45 \\ +27 \\ \hline 72 \end{array}$. Above the 4 in 45 is a small '1' (representing 10), and above the 7 in 27 is a small '1' (representing 10). The second is a subtraction problem: $\begin{array}{r} 563 \\ -49 \\ \hline 14 \end{array}$. Above the 5 in 563 is a small '1' (representing 100), and above the 6 in 563 is a small '1' (representing 10).

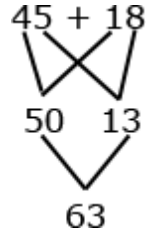
Solves problems using money, time, and measurements

Money, time and measurements are used as contexts for teaching concepts. For example, students will be counting nickels to reinforce their skip counting by five. Story problems may involve finding nickels or losing

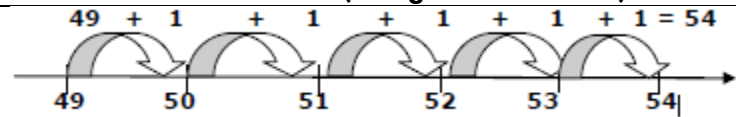
nickels for example. Teachers will be looking for evidence of students using these contexts as they solve problems.

Examples of Strategies

$43 + 36$	28 $+34$
 <p>Student counts the 10s (10, 20, 30...70 or 1, 2, 3...7 tens) and then the 1s.</p>	 <p>Student thinks: 2 tens plus 3 tens is 5 tens or 50. S/he counts the ones and notices there is another 10 plus 2 more. 50 and 10 is 60 plus 2 more or 62.</p>

$45 + 18$	29 $+14$
 <p>Student thinks: Four 10s and one 10 are 5 tens or 50. Then 5 and 8 is $5 + 5 + 3$ (or $8 + 2 + 3$) or 13. 50 and 13 is 6 tens plus 3 more or 63.</p>	<p>Student thinks: 29 is almost 30. I added one to 29 to get to 30. 30 and 14 is 44. Since I added one to 29, I have to subtract one so the answer is 43.</p>

There are 37 children on the playground. 23 more children show up. How many children are now on the playground?	
I used mental math. I started at 37 and counted on 3 to get to 40. Then, I added 20 which is 2 tens, to land on 60. So, there are 60 people on the playground.	I used a number path. I started on 37. Then I broke up 23 into 20 and 3 in my head. Next, I added 3 ones to get to 40. I then counted 10 to get to 50 and 10 more to get to 60. So, there are 60 children on the playground.

$49 + 5$ (using a number line)


$67 + 25$		
<p>Place Value Strategy: I broke both 67 and 25 into tens and ones. 6 tens plus 2 tens equals 8 tens. Then I added the ones. 7 ones plus 5 ones equals 12 ones. I then combined my tens and ones. 8 tens plus 12 ones is the same as 92.</p>	<p>Counting On and Decomposing a Number Leading to a Ten: I wanted to start with 67 and then break 25 apart. I started with 67 and counted on to my next ten. 67 plus 3 gets me to 70. I then added 2 more to get to 72. I then added my 20 and got to 92.</p>	<p>Commutative Property: I broke 67 and 25 into tens and ones so I had to add $60+7+20+5$. I added 60 and 20 first to get 80. Then I added 7 to get 87. Then I added 5 more. My answer is 92.</p>

$463 - 231$
Relationship between Addition and Subtraction:

I broke apart both 463 and 231 into hundreds, tens, and ones. I know that 1 plus 2 equals 3, so I have 2 left in the ones place. I know that 3 plus 3 equals 6, so I have a 3 in my tens place. I know 2 plus 2 equals 4, so I have 4 left in the hundreds place. My answer has a 2 in the ones place, 3 in the tens place, and 2 in the hundreds place. So my answer is 232.

Adapted from <http://www.katm.org/baker/pages/common-core-resources.php>