

# **New Boston Central School**



## **Family Guide** *to understanding the*

## **Grade 2 Report Card**

15 Central School Road  
New Boston, NH 03070  
603-487-2211

<http://www.nbcs.k12.nh.us/>

## Why Standards-Based Report Cards?

In the elementary grades, learning is seen as a process that is based on a developmental model. Traditional grading does not communicate student's strengths and weaknesses to parents or guardians. By using a standards-based report card, parents or guardians will have a better understanding of the areas their child needs additional practice.

## Where do the standards come from?

The Mathematics and English Language Arts Standards come from the NH College and Career Ready Standards, which can be found here:

[https://www.education.nh.gov/innovations/hs\\_redesign/competencies.htm](https://www.education.nh.gov/innovations/hs_redesign/competencies.htm)

## Reporting on Student Mastery

Score	Descriptor	Explanation
4	Consistently	Student consistently excels at grade level standards.
3	Usually	Student consistently and independently meets grade level standards. This is the expected outcome.
2	Sometimes	Student shows partial or inconsistent understanding of grade level standards. Independent performance shows gaps in understanding or teacher support is needed.
1	Not Yet	Student is not yet competent at grade level standards. Teacher support is needed to show basic competence.
N/A	Not Assessed	Not Assessed during this marking period.

## Reporting on Successful Learner Characteristics

On a standard-based report card academic marks do not reflect a child's effort, attitude or work habits. These important characteristics are reported separately on the report card.

### Successful Learner Characteristics

- **Safe**

- Follow directions
- Use materials and equipment appropriately
- Follow classroom routines and rules

- **Respectful**

- Listen with focus
- Respect the opinions of others
- Work well with peers
- Exhibit self-control

- **Responsible**

- Work independently
- Exhibit effort
- Participate actively
- Organize materials and tasks
- Complete classwork in a timely manner
- Complete homework assignments

## Reading Power Standards

### ■ **Literature**

- Retell stories, identifying the central message
- Describe a character's actions throughout the story
- Compare and contrast texts, including characters, events, or ideas

### ■ **Informational Text**

- Determine the main idea and provide text evidence to support it
- Use headings, bold print and other text features to find important details
- Compare and contrast texts, including characters, events, or ideas

### ■ **Foundational Skills**

- Decode words using grade-level phonics skills
- Read and understand grade-level books
- Use context to monitor for meaning; self-correct as necessary
- Answer questions to demonstrate comprehension

## ■ **Speaking and Listening**

- Participate in collaborative conversations, following agreed-upon rules for discussions
- Clearly present a topic using relevant facts and details

## ■ **Writing & Grammar**

- Write narratives, connecting developed details regarding actions, thoughts, and feelings with sequencing words, providing a concluding statement
- Write opinion pieces, introducing the topic, stating an opinion, connecting reasons for the opinion with transition words, and providing a closing sentence or section
- Write informative texts, naming a topic, supplying some facts about the topic, and providing a closing statement
- Participate in shared research and writing projects
- Develop and organize an idea appropriate to the writing purpose
- Use grade-level rules of grammar
- Use grade-level capitalization and punctuation
- Use conventional spelling for words with common spelling patterns and high frequency words in isolation
- Use conventional spelling for words with common spelling patterns and high frequency words in written work
- Use grade-appropriate language and vocabulary

# MATHEMATICS

- **Mathematical Practices**

- Provide reasoning and explanations
- Estimate lengths, quantities, sums/differences

- **Operations & Algebraic Thinking**

- Fluently add and subtract within 20
- Represent and solve word problems involving addition and subtraction within 100

- **Number & Operations in Base Ten**

- Count within 1000; skip-count by 5's, 10's, and 100's
- Demonstrate understanding of place value for 3-digit numbers
- Read and Write numbers to 1000 use base-ten numerals, number names, and expanded form
- Add and subtract within 100 using strategies
- Compare 2 three digit numbers based on place value
- Mentally add/subtract 10 or 100 to/from a given number.

- **Geometry**

- Identify triangles, quadrilaterals, pentagons, hexagons, and cubes

## ■ **Measurement & Data**

- Measure the length of an object by selecting and using appropriate tools
- Tell and write time to the nearest five minutes with am and pm using analog and digital clocks
- Draw a picture graph and a bar graph to represent a data set
- Identify and count coins

## **Science Power Standards**

- Ask questions and define problems
- Plan and carry out investigations
- Construct explanations and design solutions
- Develop Models

## **Social Studies Power Standards**

- Demonstrate understanding of content and concepts in the areas of history, geography, government, and economics
- Apply and analyze tools such as maps, graphs, and charts to report about real-world information and events

## Integrated Arts Power Standards

- **Art**

- Demonstrates and applies art concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others

- **Music**

- Demonstrates and applies music concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others

- **Physical Education**

- Demonstrates and applies physical education concepts and skills
- Demonstrates positive work habits: respect, Appropriate use of equipment, preparedness, and working cooperatively with others