

Pearl River School District

Elementary School Report Card Performance Descriptions – Grade 2

These performance level descriptions are provided as a guide to the student report card. The marking period focus is noted in the first column.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	Does not meet grade level standards	Partially meets grade level standards	Meets grade level standards	Exceeds grade level standards
English Language Arts <u>Listening/Speaking</u> <i>MP3 Focus</i> <i>Asks and answers questions orally; recount/retell and determine central message from listening passages; making interpretations & judgments/opinions from listening passages.</i>	Rarely listens attentively and participates in discussions; sketches, notes, questions and responses reveal a weak understanding.	Sometimes listens attentively and participates in collaborative discussions; simple drawings and notes, questions, and responses reveal a partial understanding; recounting, responses or presentations include some details and descriptions.	Listens attentively and participates in collaborative discussions; takes simple notes, asks and answers questions, and builds on ideas of others to support comprehension; recounting, reports and/or presentations include facts, key ideas, and descriptive details.	Listens attentively and contributes to collaborative discussions; notes, questions, and responses reveal insightful, descriptive, and extensive understanding.
English Language Arts <u>Reading</u> <i>MP3 Focus</i> <i>Consonants, vowels, digraphs, blends, suffixes, syllables</i> <i>Identify character development, story</i>	Does not use target letter-sound relationships to decode new words; decoding and fluency interferes with reading; does not recognize high frequency words in context; reads words and passages with little fluency; retelling or	Sometimes uses target letter-sound relationships to decode new words; decoding and fluency sometimes interferes with reading; recognizes some high frequency words in context; reads words and passages with some fluency; retelling or	Uses target letter-sound relationships to decode new words; decoding and fluency does not interfere with reading; recognizes high frequency words in context; reads words and passages with fluency; retelling or summarizing is adequate; applies target	Consistently uses target letter-sound relationships to decode new words; decoding and fluency does not interfere with reading; demonstrates high frequency words in and out of context; retelling or summarizing is adequate; applies target

<p><i>elements, key ideas and details; making interpretations and judgments/opinions from reading passages.</i></p>	<p>summarizing is limited; rarely applies target strategies to explain thinking about what has been read</p>	<p>summarizing is somewhat limited; sometimes applies target strategies to explain thinking about what has been read</p>	<p>strategies to explain thinking about what has been read</p>	<p>strategies to explain thinking about what has been read with detail</p>
<p>English Language Arts Writing <u>MP3 Focus</u></p> <p><i>Word study (consonants, vowels, digraphs, blends, suffixes, syllables); ask and answer questions in writing; forming complete sentences with correct capitalization and punctuation</i></p>	<p>Topics and ideas are unclear and unrelated to purpose; organization and order are not yet evident; uses few writing process strategies; grammar, spelling, and mechanics interfere with readability and understanding</p>	<p>Topics and ideas are partially clear and related to purpose; organization and order are partially evident; uses some writing process strategies; grammar, spelling, and mechanics sometimes interfere with readability and understanding</p>	<p>Topics and ideas are clear and related to purpose; organization and order are evident; uses writing process strategies; grammar, spell mechanics do not interfere with readability and understanding</p>	<p>Ideas are clearly related to and focused on the topic and purpose for writing; uses many relevant and interesting details; organization and order are evident; uses writing process strategies; uses above-level grammar, spelling, and mechanics that do not interfere with readability and understanding</p>
<p>Math <u>MP3 Focus</u></p> <p><i>Sums and differences to 20; addition and subtraction within 200 with word problems to 100; place value; counting and comparison of numbers to 1000; using various strategies to solve problems (number bonds, tape diagrams, pictures); foundations of multiplication and division</i></p>	<p>Does not demonstrate understanding of mathematical concepts; support is needed to apply skills. Does not apply problem solving skills and evidence of thinking.</p>	<p>Partially demonstrates understanding of mathematical concepts; support is needed to apply skills. Sometimes applies problem solving skills and demonstrates evidence of thinking.</p>	<p>Demonstrates understanding of mathematical concepts and applies related skills. Applies consistent reasoning, strategies, and evidence of thinking in problem solving. Justifies choices.</p>	<p>Extends mathematical concepts, demonstrates depth of understanding and/or application of skills in new situations beyond classroom instruction. Shows ability to analyze, evaluate, and synthesize solutions and justify thinking.</p>

<p>Please note: The pacing of units across buildings may vary. Each school will teach all modules in the course of the year.</p>				
<p>Science <u>MP3 Focus</u></p> <p><i>Air and Weather</i> <i>Human Body</i> <i>Space</i> <i>Life cycle of animals</i></p> <p>Please note: The rotation of units across buildings may vary. Each school will teach all four units in the course of the year.</p>	<p>Does not demonstrate understanding of target content and concepts. Does not use content vocabulary in speaking and writing. Does not use target scientific inquiry skills, including predicting, observing, organizing and recording information.</p>	<p>Partially demonstrates understanding of target content and concepts. Sometimes uses content vocabulary in speaking and writing. Sometimes uses target scientific inquiry skills, including predicting, observing, organizing and recording information.</p>	<p>Demonstrates understanding of target content and concepts. Consistently uses content vocabulary in speaking and writing. Uses target scientific inquiry skills, including predicting, observing, organizing and recording information.</p>	<p>Demonstrates an expanded understanding of science content, connections, and vocabulary. Extends target inquiry skills through interpretation and questions for further investigation.</p>
<p>Social Studies <u>MP3 Focus</u></p> <p><i>Citizenship, Maps and Globes, Communities, Communities in the US</i></p> <p>Please note: The rotation of units across buildings may vary. Each school will teach all four units in the course of the year.</p>	<p>Does not demonstrate understanding of target social studies content and concepts. Does not use content vocabulary in speaking and writing. Does not utilize ELA strategies in reading, interpreting, and writing with social studies documents.</p>	<p>Partially demonstrates understanding of target social studies content and concepts. Sometimes uses content vocabulary in speaking and writing. Sometimes utilizes ELA strategies in reading, interpreting, and writing with social studies documents.</p>	<p>Demonstrates understanding of target social studies content and concepts. Consistently uses content vocabulary in speaking and writing. Utilizes ELA strategies in reading, interpreting, and writing with social studies documents.</p>	<p>Demonstrates an expanded understanding of social studies concepts. Extends thinking with insightful inferences, examples and questions for further research.</p>