

| Student Information | | Attendance | MP1 | MP2 | MP3 | MP4 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|
| Student Name | Sample Student | Days Possible | | | | |
| Academic Year | 2016-2017 | Absent | | | | |
| Grade 2 | Student ID: | Tardy | | | | |
| Standard Based Report Card | | Middletown Township School District 834 Leonardville Road Middletown, NJ 07737 Principal: Sample Teacher: Sample | | | | |
|  Middletown Township School District <i>A Student Focused Community</i> | | | | | | |

| Grading Key | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| E = Exceptional- This student consistently demonstrates a thorough in-depth knowledge of basic & extended concepts & skills. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality. | | | | | | |
| 3 = Meets the Standard- This student demonstrates thorough understanding of concepts & skills. | | | | | | |
| 2+ = Progressing well toward the Standard- This student demonstrates an increased understanding of basic concepts & skills. Performance is characterized by the ability to apply skills with greater success. Performance is becoming more consistent with regard to accuracy & quality requiring less support. | | | | | | |
| 2 = Progressing toward the Standard- This student demonstrates understanding of basic concepts & skills. Performance is characterized by the ability to apply skills with increasing success. Performance varies in consistency with regard to accuracy, quality, & level of support. | | | | | | |
| 1 = Not Meeting the Standard- At this time the student does not demonstrate understanding of basic concepts & skills. Performance is inconsistent even with guidance & support. | | | | | | |
| NA = Not assessed. | | | | | | |

| LANGUAGE ARTS LITERACY | | | | | | | MP1 | MP2 | MP3 | MP4 |
|----------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|-----|-----|-----|-----|
| READING LITERATURE & INFORMATIONAL TEXT | | | | | | | | | | |
| Retells key elements and details in fiction texts. | | | | | | | | | | |
| Retells key elements and details in non-fiction texts. | | | | | | | | | | |
| Demonstrates understanding of author's message. | | | | | | | | | | |
| Uses various text features (headings, table of contents, glossaries, and graphics). | | | | | | | | | | |
| Describes text-to-self, text-to-text, and text-to-world connections. | | | | | | | | | | |
| FOUNDATIONAL SKILLS: PHONICS & SIGHT WORDS | | | | | | | | | | |
| Applies knowledge of letter-sound relationships to unknown words. | | | | | | | | | | |
| Uses strategies other than decoding to determine meaning of unknown words. | | | | | | | | | | |
| Uses strategies to decode & recognize irregularly spelled words (multi-syllable words & common vowel teams). | | | | | | | | | | |
| FOUNDATIONAL SKILLS: FLUENCY | | | | | | | | | | |
| Reads with sufficient accuracy and fluency to support comprehension. | | | | | | | | | | |
| Uses context to confirm or self-correct word recognition and understanding, re-reading as necessary. | | | | | | | | | | |
| LANGUAGE & WRITING | | | | | | | | | | |
| Writes a variety of pieces (opinion/argumentative, informative/explanatory & narrative). | | | | | | | | | | |
| Revises drafts to focus on meaning and details. | | | | | | | | | | |
| Edits drafts to focus on spelling, mechanics, and punctuation. | | | | | | | | | | |
| SPEAKING & LISTENING | | | | | | | | | | |
| Listens and contributes to class discussions. | | | | | | | | | | |
| Produces complete sentences when appropriate to task & situation to provide requested detail or clarification. | | | | | | | | | | |
| Follows classroom rules for discussion. | | | | | | | | | | |
| MATHEMATICS | | | | | | | MP1 | MP2 | MP3 | MP4 |
| OPERATIONS AND ALGEBRAIC THINKING | | | | | | | | | | |
| Represent and solve problems involving addition & subtraction. | | | | | | | | | | |
| Add and subtract within 20 (fluently). | | | | | | | | | | |
| Work with equal groups of objects to gain foundations for multiplication. | | | | | | | | | | |
| NUMBER AND OPERATIONS IN BASE TEN | | | | | | | | | | |
| Understand place value | | | | | | | | | | |
| Use place value understanding and properties of operations to add and subtract. | | | | | | | NA | | | |
| MEASUREMENT AND DATA | | | | | | | | | | |
| Measure and estimate lengths in standard units. | | | | | | | NA | NA | | |
| Relate addition and subtraction to length. | | | | | | | NA | NA | NA | |
| Work with time and money. | | | | | | | NA | NA | | |
| Represent and interpret data. | | | | | | | NA | NA | NA | |
| GEOMETRY | | | | | | | | | | |
| Reason with shapes and their attributes. | | | | | | | NA | NA | NA | |

| SCIENCE | | | | | MP1 | MP2 | MP3 | MP4 |
|---------------------------------------------------------------------------------------------------------|--|--|--|--|------------------------------------------------------------------|-----|-----|-----|
| SCIENCE PROCESS | | | | | | | | |
| Ask/answers questions and conducts simple investigations. | | | | | | | | |
| Keeps records that describe observations, communicates findings and explanations. | | | | | | | | |
| PHYSICAL SCIENCE | | | | | | | | |
| Apply a variety of strategies to collect evidence that if there is no light, objects cannot be seen. | | | | | | NA | NA | NA |
| Generates data and uses it to show that not all substances respond the same way when heated/cooled. | | | | | NA | | NA | NA |
| EARTH SCIENCE | | | | | | | | |
| Determine general rules describing when the Sun and Moon are visible based on sky observations. | | | | | | NA | NA | NA |
| Observe and discuss evaporation and condensation. | | | | | NA | | NA | NA |
| LIFE SCIENCE | | | | | | | | |
| Describe the ways organisms interact with each other and their habitats in order to meet basic needs. | | | | | NA | NA | | NA |
| Identify the characteristics that enable habitats to support growth of many different plants & animals. | | | | | NA | NA | NA | |
| Explain how humans protect/harm habitats and the effect on the plants and animals that live there. | | | | | NA | NA | NA | |
| SOCIAL STUDIES | | | | | MP1 | MP2 | MP3 | MP4 |
| Demonstrates basic map & globe skills. | | | | | | | | |
| Identifies traditions, holidays & celebrations. | | | | | | | | |
| Understands the concept of changes over time (past & present). | | | | | NA | | NA | |
| Describes the difference between wants & needs. | | | | | | | NA | NA |
| Understands the relationship between human beings and the environments within which they live and work. | | | | | | | | |
| PERSONAL/SOCIAL DEVELOPMENT | | | | | S=Satisfactory, I=Inconsistent, N=Needs Improvement | | | |
| Remains engaged. | | | | | | | | |
| Maintains self-control. | | | | | | | | |
| Demonstrates consistent effort. | | | | | | | | |
| Completes work on time. | | | | | | | | |
| Completes homework. | | | | | | | | |
| Special Subjects | | | | | O=Outstanding, S+=Very Good, S=Satisfactory, N=Needs Improvement | | | |
| Art | | | | | | | | |
| Health | | | | | | | | |
| Music | | | | | | | | |
| World Language | | | | | | | | |

Teacher Comments

Marking Period 1

Marking Period 2

Marking Period 3

Marking Period 4