



Second Grade

**Parent Guide for
Student Expectations
2008-2009**

**Second Grade Standards-Based Report Card
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The standards-based report cards being implemented by the Douglas County School System have been created for the purpose of providing parents the most accurate, fair and useful information about their child's progress in school. The report card gives a clear message to parents about what their children know, what they are able to do, and what they need to learn in relation to the Georgia Performance Standards. Each quarter provides students multiple opportunities to practice, attain, and demonstrate mastery of the standards.

The information contained in this guide is the level 3 expectations for the standards on the report card. This can be a helpful tool for understanding what your child is to learn and understand each quarter of the school year.

As you look at the guide, you will notice that the expectations increase as the year progresses. Therefore, your child could earn a **3** for a standard in the first quarter and then earn a **2** for the second quarter, due to the increase in the expectations. Please ask your child's teacher if you have any questions or if you need clarification.

Below is the key to understanding the numbers used to evaluate student progress in the areas of language arts, math, science and social studies:

Key to Academic Achievement			
3 Consistently and independently achieves the standard	2 Progressing toward achievement of the standard	1 Limited or minimum progress toward achievement of the standard	X / ■ Not assessed at the time

Below is the key to understanding the letters for evaluating student initiative, work habits and the special areas of physical education, art and music:

Key to Initiative and Work Habits and Special Areas		
S SUCCESSFUL Student displays appropriate learner behaviors for kindergarten	P PROGRESSING Student behavior improving, but not yet displaying satisfactory behaviors	N NEEDS IMPROVEMENT Student does not display behaviors that lead to successful learning

Report cards will be issued at the end of every quarter. They will be distributed as follows:

First Quarter: October 15, 2008
Second Quarter: January 7, 2009

Third Quarter: March 25, 2009
Fourth Quarter: May 29, 2009

The Georgia Performance Standards

Georgia has a new curriculum implemented in grades kindergarten through grade twelve. It is called the Georgia Performance Standards, or the GPS. The GPS includes standards for English Language Arts, Mathematics, Science, and Social Studies. At this time, courses in Foreign Language and Career, Technical, and Agricultural Education are being converted to performance standards. Courses in health, physical education, and fine arts will be converted to performance standards at a future date.

The state's curriculum is a guideline for instruction that helps teachers, students, and parents know what topics must be covered and mastered for a particular course. The curriculum establishes the minimum standards, and does not prohibit systems, schools, or teachers from adding material to it.

The Georgia Performance Standards are the result of months of work by teacher teams, state and national experts, and consultants. National standards were examined from high-performing states such as Michigan, Texas, and North Carolina, and nations such as Japan. Guidelines of national groups such as the National Council of Teachers of Mathematics and the American Association for the Advancement of Science were also consulted.

What is a performance standard, and why does it represent an improvement upon the old content standards used in the previous curriculum?

Performance standards go into much greater depth than the content objectives used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills needed to use the knowledge and skills to solve problems, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

What can I do to help my child achieve the standards?

1. Ask your child specific questions about school and listen to their answers.
2. Read the information provided from the school on the standards.
3. Provide experiences your child can build upon.
4. Know what is being taught each quarter.
5. Provide learning games, puzzles, and books.
6. Visit the library and read to and with your child.
7. Keep your child well rested.
8. Establish a regular homework routine.
9. Guide television and movie viewing.
10. Ask open ended questions, including "why" and "how" questions about their world.
11. Make sure your child is on time to school each and every day.
12. Communicate frequently with your child's teacher and attend events held at school.

In order to receive a score of 3, a student consistently and independently:

English/Language Arts				
Reading	Q1	Q2	Q3	Q4
Applies strategies to decode unfamiliar words	Applies all strategies of letter/sound correspondence and spelling patterns to automatically decode unfamiliar words (CVC, CVCe, and blends).			
Identifies high frequency words in grade level text	Identifies 300 Dolch sight words.	Identifies 400 Dolch sight words.	Identifies 500 Dolch sight words.	Identifies 600 Dolch sight words.
Demonstrates fluency in reading	Reads grade level text at a target rate of 60 or more words per minute.	Reads grade level text at a target rate of 70 or more words per minute.	Reads grade level text at a target rate of 80 or more words per minute.	Reads grade level text at a target rate of 90 or more words per minute.
Uses resources to determine word meaning	Uses dictionary and glossary skills to determine word meaning.	Uses dictionary, thesaurus, and glossary skills to determine word meaning.		
Vocabulary	Q1	Q2	Q3	Q4
Reads and uses new words in oral and written language	Reads a variety of texts, recognizes multiple meanings, and determines the meaning of unknown words in context (antonyms, and synonyms).	Reads a variety of texts, recognizes multiple meanings, and determines the meaning of unknown words in context (antonyms, synonyms, and homophones).	Reads a variety of texts and recognizes multiple meanings and determines the meaning of unknown words in context (antonyms, synonyms, homophones & homographs).	
Comprehension	Q1	Q2	Q3	Q4
Demonstrates comprehension of a variety of grade level text: Fiction	Comprehends 90% - 100% of grade level text; Uses titles and table of contents to locate information accurately to preview text.	Comprehends 90% - 100% of grade level text; Uses titles, table of contents and chapter headings to locate information accurately to preview text.		
Demonstrates comprehension of a variety of grade level text: Non-Fiction	Comprehends 90% - 100% of grade level text; Uses titles and table of contents to locate information accurately to preview text.	Comprehends 90% - 100% of grade level text; Uses titles, table of contents and chapter headings to locate information accurately to preview text.		
Writing	Q1	Q2	Q3	Q4
Writes legibly in everyday work	Writes readable work with appropriate letter cases, size, and spacing with few reversals.	Writes readable work with appropriate letter cases, size, and spacing with no reversals.		
Produces organized writing that has a clear focus	Uses the writing process to construct a piece of writing that has all the appropriate story elements, appropriate sequence, smooth transitions, logical conclusion, and lengths appropriate for the selected audience using traditional organizational patterns for conveying information.		Uses the writing process to construct a piece of writing that has all the appropriate story elements, appropriate sequence, smooth transitions, logical conclusion, varied word choice, a variety of sentence structures, and lengths appropriate for the selected audience using traditional organizational patterns for conveying information.	
	Narrative	Informational	Persuasive (includes letter writing)	Response to literature
Applies conventions of writing: grammar	Constructs and/or edits a narrative piece of writing using complete sentences with correct subject-verb agreement and appropriate use of singular and plural nouns and pronouns.	Constructs and/or edits an informational piece of writing using complete sentences with correct subject-verb agreement and appropriate use of singular and plural nouns and pronouns.	Constructs and/or edits a persuasive piece of writing using complete sentences with correct subject-verb agreement and appropriate use of singular, plural, and possessive nouns and pronouns (includes letter writing).	Constructs and/or edits a response to literature piece of writing using complete sentences with correct subject-verb agreement and appropriate use of singular, plural, and possessive nouns and pronouns.
Applies conventions of writing: mechanics	Constructs a narrative piece of writing using appropriate capitalization and punctuation (periods and question marks).	Constructs an informational piece of writing using appropriate capitalization and punctuation (periods, question marks and exclamation points).	Constructs a persuasive piece of writing using appropriate capitalization and punctuation (periods, question marks and exclamation points) (includes letter writing).	Constructs a response to literature piece of writing using appropriate capitalization and punctuation (periods, question marks and exclamation points).

In order to receive a score of 3, a student consistently and independently:

Applies conventions of writing: spelling	Constructs a narrative piece of writing with appropriate spelling.	Constructs an informational piece of writing with appropriate spelling.	Constructs a persuasive piece of writing with appropriate spelling (includes letter writing).	Constructs a response to literature piece of writing with appropriate spelling.
Research	Q1	Q2	Q3	Q4
Uses resources to gather and share information	Uses a variety of resources (encyclopedia, internet, books) to research and share information on a topic.			
Listening, Speaking, & Viewing	Q1	Q2	Q3	Q4
Uses oral and visual strategies to communicate	Uses oral and visual strategies to acquire and relate information (inform, persuade, entertain) and uses increasingly complex language patterns and sentence structure.			

Mathematics				
Number & Operations	Q1	Q2	Q3	Q4
Uses place value	Identifies, recognizes, and writes the place value of three-digit numbers or higher using a variety of diagrams, models, and number sentences (ex - expanded form).			
Applies money skills	Counts any coin combination, counts back change, and uses correct decimal notation and symbols.			
Solves multi-digit addition and subtraction problems with regrouping	NOT ASSESSED THIS QUARTER		Solves up to three-digit addition and subtraction problems with regrouping.	
Uses concepts of multiplication	NOT ASSESSED THIS QUARTER			Uses repeated addition, arrays, multiplication table, and skip counting to multiply one-digit math facts.
Identifies and compares fractions as parts of a whole	NOT ASSESSED THIS QUARTER		Models, identifies, labels, and compares fractions (thirds, sixths, eighths, and tenths) as a representation of equal parts of a whole. Recognizes all fractional parts as a whole (ex. $8/8 = 1$ whole).	
Identifies and compares fractions as parts of a set	NOT ASSESSED THIS QUARTER		Models, identifies, labels, and compares fractions (thirds, sixths, eighths, and tenths) as a representation of equal parts of a set.	
Makes reasonable estimates	Estimates to determine if solutions are reasonable for addition and subtraction.			
Represents/interprets quantities and relationships using mathematical expression	Compares pairs of numbers less than 300 and number sentences using $<$, $>$, or $=$ (ex $58+40 > 28+40$) and writes them in ascending order and descending order.			
Measurement	Q1	Q2	Q3	Q4
Tells and writes time	NOT ASSESSED THIS QUARTER	Identifies, draws, and writes time to the nearest 5 minutes; Knows relationships of time (minutes in hour, hours in day).		
Estimates and measures temperature (F) and determines reasonableness	NOT ASSESSED THIS QUARTER	Estimates and measures temperature (F) and determines reasonableness.		
Estimates lengths, and then measures to determine reasonableness	NOT ASSESSED THIS QUARTER	Estimates lengths, and then measures using appropriate tool and unit to determine reasonableness.		
Geometry	Q1	Q2	Q3	Q4
Describes and classifies 2-D and 3-D geometric figures	NOT ASSESSED THIS QUARTER	Describes and classifies geometric figures according to the number of sides and angles (triangle, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, & polygons).		
Describes the change in attributes as 2-D and 3-D figures are cut and rearranged	NOT ASSESSED THIS QUARTER	Describes the changes and attributes as 2- and 3-dimensional figures are cut and rearranged.		
Recognizes the shape of angles	NOT ASSESSED THIS QUARTER	Recognizes right, obtuse, and acute angles.		

In order to receive a score of 3, a student consistently and independently:

Data Analysis and Probability	Q1	Q2	Q3	Q4
Creates and interprets tables and graphs	Organizes, displays, and interprets data using picture graphs, Venn diagrams, bar graphs, and simple charts and tables to record results.			
Process Skills	Q1	Q2	Q3	Q4
Uses mathematical language to express, connect ideas, record and solve problems	Uses and communicates new mathematical knowledge to solve problems in multiple ways.			

Science				
Earth Science	Q1	Q2	Q3	Q4
Understands that stars have different sizes, brightness, and patterns	NOT ASSESSED THIS QUARTER	Describes the physical attributes of stars.		
Relates position of sun and moon to patterns and seasonal changes	NOT ASSESSED THIS QUARTER	Describes the position of sun and moon to daily and seasonal changes.		
Observes and records changes in surroundings and infers the causes of the changes	Recognizes changes in a specific area that are caused by weather, plants, animals, or people.			
Physical Science	Q1	Q2	Q3	Q4
Investigates properties and changes that occur in matter	Identifies the three common states of matter and investigates changes that occur.			
Identifies sources of energy and how energy is used	NOT ASSESSED THIS QUARTER		Identifies sources of light, energy, and energy of motion and how they are used.	
Demonstrates changes in speed and directions using pushes and pulls	NOT ASSESSED THIS QUARTER			Demonstrates how pushing and pulling affects the motion and change in speed of an object.
Life Science	Q1	Q2	Q3	Q4
Investigates life cycles of living organisms	NOT ASSESSED THIS QUARTER		Determines the sequence of the life cycle of common animals and plants Relates seasonal changes to observations of trees throughout the year.	
Health	Q1	Q2	Q3	Q4
Demonstrates healthy living	Demonstrates many components of a healthy lifestyle.			
Demonstrates personal safety	NOT ASSESSED THIS QUARTER	Demonstrates many components of personal safety.		

Social Studies				
Historical Understandings	Q1	Q2	Q3	Q4
Describes the contributions made by historical figures in Georgia	NOT ASSESSED THIS QUARTER	Describes the lives of historical figures in GA (J. Oglethorpe, Tomochichi, M. Musgrove, Sequoyah, J. Robinson, ML King, Jr., J. Carter).		
Compares and contrasts everyday life of Georgia historical figures to present-day life	NOT ASSESSED THIS QUARTER	Compares & contrasts everyday lives of historical figures and present-day life.		
Describes Creek and Cherokee cultures of the past and compares them with present-day Georgians	NOT ASSESSED THIS QUARTER	Describes the GA Creek & Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments (regions they lived in; local resources) AND compare and contrast 2 cultures to Georgians today.		

In order to receive a score of 3, a student consistently and independently:

Geographical Understandings	Q1	Q2	Q3	Q4
Locates major topographical features of Georgia	Locates 9 or more major topographical features of GA (Regions: Blue Ridge Mts, Piedmont, Coastal Plain, Valley & Ridge, Appalachian Plateau; Rivers: Oconee, Altamaha, Savanna, St. Mary's, Chattahoochee, Flint).			
Describes how topographical features define Georgia	Describes how 9 or more of the major topographical features of GA (Regions & Rivers listed above) define Georgia.			
Describes the cultural and geographic systems associated with Creeks, Cherokees, and Georgia's historical figures	Describes the cultural & geographic systems associated with GA's historical figures, the Creeks and the Cherokees (political map, physical & human characteristics, influence of environment, ideas, compare regions).			
Civic Understandings	Q1	Q2	Q3	Q4
Gives examples of how Georgia's historical figures demonstrated positive character traits	NOT ASSESSED THIS QUARTER	Gives examples of how Georgia's historical figures demonstrate positive traits (honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion).		
Demonstrates a knowledge of the capitals of GA and the USA	NOT ASSESSED THIS QUARTER		Demonstrates knowledge of the capitals of GA & the US via identifying pictures of the capitol buildings and locating the cities on the appropriate maps.	
Identifies the roles the President, Governor, and Mayor	NOT ASSESSED THIS QUARTER		Identifies the roles of the elected officials: president, governor & mayor.	
Defines the concept of government and the need for rules and laws	NOT ASSESSED THIS QUARTER	Defines the concept of government and the need for rules and laws.		
Economics	Q1	Q2	Q3	Q4
Explains relationship between scarcity, making choices, and incurring opportunity costs	NOT ASSESSED THIS QUARTER	Explains that because of scarcity, people must make choices and incur opportunity costs.		
Identify ways in which goods and services are allocated SS2E2	NOT ASSESSED THIS QUARTER	identifies ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics, etc.)		
Explains use of money to obtain goods & services and the benefits of money over bartering	NOT ASSESSED THIS QUARTER	Explains that people usually use money to obtain the goods & services they want and explain how money makes trade easier than barter.		
Describes the costs and benefits of personal spending and saving choices	NOT ASSESSED THIS QUARTER	Describes the costs and benefits of personal spending and saving choices.		

NOTES