

READING	Q1	Q2	Q3	Q4
Phonics and Word Recognition	3 2 1	3 2 1	3 2 1	3 2 1
	Distinguish long vs. short vowels. Know common vowel team digraphs.	Know common vowel teams: digraphs and diphthongs.	Know common vowel teams: diphthongs and r-controlled.	Decode two-syllable words with long vowels. Decode words with common prefixes and suffixes.
Phonics and Word Recognition	3 2 1	3 2 1	3 2 1	3 2 1
		Identify words with inconsistent but common spelling-sound correspondences.	Identify words with silent letter combinations.	
Fluency	3 2 1	3 2 1	3 2 1	3 2 1
	Fountas and Pinnell Reading Level	<b>A B C D E F G H I</b> K 1st	<b>J K L M N O P Q R S</b> 2nd 3rd	<b>4th 5th</b>
Key Ideas and Details	3 2 1	3 2 1	3 2 1	3 2 1
	Asks and answers questions and describes characters.	Asks and answers questions and connects events, science ideas, or procedures in an informational text.	Asks and answers questions recount stories, and determines central message.	Asks and answers questions identifies the main topic of informational text.
Craft and Structure of a Text	3 2 1	3 2 1	3 2 1	3 2 1
	Describes the overall structure of a story.	Describes how words and phrases supply meaning.	Acknowledges differences in the points of view of characters.	Identifies main purpose of text, what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	3 2 1	3 2 1	3 2 1	3 2 1
	Uses information from text to demonstrate understanding.	Describes how reasons support specific points made by the author.	Compares and contrasts two or more versions of the same story.	Compares and contrasts two informational texts on the same topic.
WRITING	Q1	Q2	Q3	Q4
Text Types and Purposes	3 2 1	3 2 1	3 2 1	3 2 1
	Narrative	Informative	Opinion	Narrative, informative and opinion
Production and Distribution of Writing	3 2 1	3 2 1	3 2 1	3 2 1
	Focuses on a topic and strengthens writing by revising and editing.	Focuses on a topic and strengthens writing by revising and editing.	Focuses on a topic and strengthens writing by revising and editing.	Focuses on a topic and strengthens writing by revising and editing.
LANGUAGE	Q1	Q2	Q3	Q4
Conventions of Standard English	3 2 1	3 2 1	3 2 1	3 2 1
	Capitalizes proper nouns and uses learned spelling patterns when writing and uses commas in greetings and closings of letters.	Capitalizes proper nouns and uses learned spelling patterns when writing and uses commas in greetings and closings of letters.	Capitalizes proper nouns and uses learned spelling patterns when writing and uses commas in greetings and closings of letters.	Capitalizes proper nouns and uses learned spelling patterns when writing and uses commas in greetings and closings of letters.
Conventions of Standard English	3 2 1	3 2 1	3 2 1	3 2 1
	Uses and forms collective and irregular plural nouns.	Uses reflexive pronouns.	Uses adjectives and adverbs and chooses between them. Produces, expands and rearranges complete sentences.	Uses and forms the past tense of frequently occurring irregular verbs.
Vocabulary Acquisition and Use	3 2 1	3 2 1	3 2 1	3 2 1
	Uses sentence level context as a clue to the meaning of a word or phrase.	Uses root words to determine meaning of unknown words with the same root.	Distinguishes shades of meaning among closely related verbs.	Uses sentence level context as a clue to the meaning of a word or phrase.
SPEAKING & LISTENING	Q1	Q2	Q3	Q4
Comprehension and Collaboration	3 2 1	3 2 1	3 2 1	3 2 1
	Participates in collaborative conversations with diverse partners about Grade 2 topics and texts.	Recounts or describes key ideas or details orally.	Asks and answers questions about what a speaker says.	Asks and answers questions about what a speaker says.
Presentation of Knowledge	3 2 1	3 2 1	3 2 1	3 2 1
	Tells a story or recounts an experience with facts and details.	Tells a story or recounts an experience with facts and details.	Produces complete sentences to provide requested detail or clarification.	With guidance and support creates audio recordings of stories or poems.

MATH	Q1	Q2	Q3	Q4
Understand Place Value	3 2 1	3 2 1	3 2 1	3 2 1
	-Understands a three-digit number represents amounts of hundreds, tens, and ones. -Reads and writes numbers to 1,000.	-Understands a three-digit number represents amounts of hundreds, tens, and ones. -Skip counts by 5's, 10's, and 100's within 1,000. -Reads and writes numbers to 1,000.	-Reads and writes numbers to 1,000. -Compares 2 three-digit numbers using <, >, and = symbols.	-Skip counts by 5's, 10's, and 100's within 1,000. -Reads and writes numbers to 1,000. -Compares 2 three-digit numbers using <, >, and = symbols.
Add and Subtract Within 20	3 2 1	3 2 1	3 2 1	3 2 1
	Fluently adds and subtracts within 10.	Adds and subtracts within 20 using mental strategies.	Adds and subtracts within 20 using mental strategies.	Fluently adds and subtracts within 20 from memory.
Using Place Value to Add and Subtract	3 2 1	3 2 1	3 2 1	3 2 1
		Fluently adds and subtracts within 100 using place value strategies.	-Adds and subtracts within 1,000 using concrete models. -Mentally adds and subtracts 10 or 100 to a given number 100-900.	-Adds and subtracts within 1,000 using strategies. -Explains why the strategy works.
Solve Word Problems	3 2 1	3 2 1	3 2 1	3 2 1
	Adds and subtracts one-step word problems within 20.	Adds and subtracts one and two-step word problems within 100.	Adds and subtracts one and two-step word problems within 100.	Adds and subtracts one and two-step word problems within 100.
Solve Word Problems with Money and Length	3 2 1	3 2 1	3 2 1	3 2 1
	Solves word problems with dimes, nickels, and pennies.	Solves word problems with length using centimeters, inches, feet, and meters.	Solves word problems with dollar bills, quarters, dimes, nickels, and pennies.	Solves word problems with dollar bills, quarters, dimes, nickels, and pennies.
Reason with Shapes and Their Attributes	3 2 1	3 2 1	3 2 1	3 2 1
				-Identifies, recognizes and draws shapes. -Partitions circles and rectangles.
SCIENCE	Q1	Q2	Q3	Q4
Obtain, Evaluate and Communicate Scientific Information	3 2 1	3 2 1	3 2 1	3 2 1
	Physical Science: Describes and classifies different objects according to their physical properties.	Physical Science: Investigates how pushes and pulls affect an object's motion and speed.	Earth Science: Explains how shadows, moon phases and length of day change over various time periods.	Life Science: Investigates and models the life cycle of different plants and animals.
	3 2 1	3 2 1	3 2 1	3 2 1
	Physical Science: Observes and construct an explanation that some changes in matter caused by heating and cooling can be reversed and some changes are irreversible.	Earth Science: Argues how stars come in different sizes, brightness and how they relate to our sun.	Life Science: Explains the causes and effects of environmental changes in the local community.	Life Science: Constructs an explanation of an animal's role in dispersing seeds or in the pollination of plants.
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Geographic Understandings	3 2 1	3 2 1	3 2 1	3 2 1
	Locate and compare the geographic regions of Georgia and locate the major rivers on a physical map.	Describe how J. Oglethorpe, Tomochichi, M. Musgrove, Sequoyah, and the Creek and Cherokee adapted to and were influenced by their environments.	Describe how J. Gordon Lowe, J. Robinson and M. Luther King Jr. adapted to and were influenced by their environments.	Describe how J. Carter adapted to and was influenced by his environment.
Historical Understandings	3 2 1	3 2 1	3 2 1	3 2 1
		-Compare and contrast the GA Creek and Cherokee cultures of the past to Georgians today. -Describe the lives and contributions of J. Oglethorpe, Tomochichi, M. Musgrove and Sequoyah.	Describe the lives and contributions of J. Gordon Lowe, J. Robinson and M. Luther King Jr.	Describe the life and contributions of J. Carter.
Civic and Government Understandings	3 2 1	3 2 1	3 2 1	3 2 1
	-Define the concept of government and the need for rules and laws. -Identify the elected officials of the executive branch and where they work.	Give examples of how J. Oglethorpe, Tomochichi, M. Musgrove and Sequoyah demonstrated positive citizenship traits.	Give examples of how J. Gordon Lowe, J. Robinson and M. Luther King Jr. demonstrated positive citizenship traits.	Give examples of how J. Carter demonstrated positive citizenship traits.
Economic Understandings	3 2 1	3 2 1	3 2 1	3 2 1
				-Explain scarcity. -Describe costs and benefits of personal savings and spending choices. -Explain how money makes trade easier.

HEALTH	Q1	Q2	Q3	Q4
Comprehends concepts of health promotion and disease prevention	3 2 1	3 2 1	3 2 1	3 2 1
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Demonstrates motor skills and movement patterns	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
ART	Q1	Q2	Q3	Q4
Creates art to express individual ideas, thoughts, & feelings using elements of art & principles of design	3 2 1	3 2 1	3 2 1	3 2 1
Uses art terminology to communicate thoughts & feelings about artworks	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
MUSIC	Q1	Q2	Q3	Q4
Demonstrates through performance an awareness of pitch	3 2 1	3 2 1	3 2 1	3 2 1
Demonstrates through performance an awareness of rhythm	3 2 1	3 2 1	3 2 1	3 2 1
Learning Skills & Behaviors	S P N	S P N	S P N	S P N
TECHNOLOGY	Q1	Q2	Q3	Q4
Comprehends and applies 2nd grade concepts and skills related to technology	3 2 1	3 2 1	3 2 1	3 2 1
LEARNING SKILLS & BEHAVIORS	Q1	Q2	Q3	Q4
Organizes self and materials	S P N	S P N	S P N	S P N
Works independently	S P N	S P N	S P N	S P N
Asks questions/Seeks help when needed	S P N	S P N	S P N	S P N
Completes tasks in a timely manner	S P N	S P N	S P N	S P N
Uses self control	S P N	S P N	S P N	S P N
Exhibits good listening skills	S P N	S P N	S P N	S P N
Accepts responsibility for behavior	S P N	S P N	S P N	S P N
Works cooperatively with others	S P N	S P N	S P N	S P N
Controls talking	S P N	S P N	S P N	S P N
Follows directions	S P N	S P N	S P N	S P N
Shows respect for peers	S P N	S P N	S P N	S P N
Shows respect for authority	S P N	S P N	S P N	S P N
Shows respect for property	S P N	S P N	S P N	S P N
ATTENDANCE	Q1	Q2	Q3	Q4
Tardies				
Absences				

PLACEMENT INFORMATION
<input type="checkbox"/> Promoted to 3rd grade <input type="checkbox"/> Placed in 3rd grade <input type="checkbox"/> Additional Year in 2nd Grade

## PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

- 3+** = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations
- 3** = Meets Standards - Consistently and independently
- 2** = Progressing toward meeting standards
- 1** = Limited progress or does not meet standards



or NA = Not assessed at this time

### LEARNING SKILLS & BEHAVIORS

- S** = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors
- P** = **PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time
- N** = **NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors that lead to success



**COBB COUNTY**  
SCHOOL DISTRICT

**ONE TEAM. ONE GOAL.**  
**STUDENT SUCCESS.**

### ELA/Reading

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### Fountas and Pinnell (Guided Reading) Reading Level Characteristics

<b>A</b> Parent Tips:	<b>Readers are beginning to learn how print works and to notice the relationship between sounds and letters.</b> <i>Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the written word.</i>
<b>B</b> Parent Tips:	<b>Readers are learning how print works, developing left to right directionality.</b> <i>Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word.</i>
<b>C</b> Parent Tips:	<b>Readers encounter simple stories and familiar topics with 2-6 lines of print on each page.</b> <i>Praise children for self-correcting and assist the use of dialogue with the voice.</i>
<b>D</b> Parent Tips:	<b>Readers track print with their eyes and process texts with fewer repeating language patterns.</b> <i>Children should stop pointing to each word. Attention should be given to word endings.</i>
<b>E</b> Parent Tips:	<b>Readers encounter texts with 3-8 lines of print per page.</b> <i>Choose text with familiar vocabulary to your child which is likely used in their oral language.</i>
<b>F</b> Parent Tips:	<b>Readers are beginning to build knowledge of the characteristics of different genres of texts.</b> <i>Texts may include familiar content that expands beyond home, neighborhood, and school.</i>
<b>G</b> Parent Tips:	<b>Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller.</b> <i>Children should be reading for understanding. Encourage self-correcting and rereading.</i>
<b>H</b> Parent Tips:	<b>Readers encounter the same challenges as Level G; but the language and vocabulary are more complex.</b> <i>Children will begin to read more new texts silently in order to achieve efficient and smooth processing.</i>
<b>I</b> Parent Tips:	<b>Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time.</b> <i>Find short chapter books with a single point of view and illustrations to help support the text.</i>
<b>J</b> Parent Tips:	<b>Readers are able to process a variety of texts.</b> <i>Children read silently during independent reading.</i>
<b>K</b> Parent Tips:	<b>Readers are able to process a wide variety of genres.</b> <i>As children read orally they should be demonstrating all aspects of fluency.</i>
<b>L</b> Parent Tips:	<b>Readers process easy chapter books including some series books.</b> <i>Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words.</i>
<b>M</b> Parent Tips:	<b>Readers know the characteristics of a range of genres.</b> <i>Encourage children to explore chapter books and nonfiction topics of interest to them.</i>
<b>N</b> Parent Tips:	<b>Readers are able to process a full range of genres.</b> <i>Children are able to solve words smoothly and automatically in both silent and oral reading.</i>
<b>O</b> Parent Tips:	<b>Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words.</b> <i>At this level children should be able to read and fully understand the text.</i>
<b>P</b> Parent Tips:	<b>Readers can identify the characteristics of a full range of genres.</b> <i>As children encounter more abstract text it is crucial that it can be comprehended by the child.</i>

### Math

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### Science

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### Social Studies

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### Specials\General Comments

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