

How are standards-based report cards different from traditional grading?

With many traditional report cards, students receive one grade for reading, one for math, one for science and so on. These letter grades do not tell parents which skills their child has mastered. On a standards-based report card, each of these subject areas is divided into a list of skills and concepts that students are responsible for learning. Students receive a separate mark for each standard which allows parents to see exactly which skills and knowledge their child has learned and in what areas the child needs additional instruction. Standards-based report cards provide more consistency among teachers because all students are evaluated on the same, grade-appropriate skills.

How will my child's progress be reported?

Student progress will be reported to parents using the following rating scale:

| Standards Rating Scale | | |
|------------------------|-------------------------|---|
| 3 | Exceeds Mastery | Student consistently applies and extends key concepts, processes, and skills in addition to meeting grade-level standard. |
| 2 | Meets Mastery | Student demonstrates the ability to consistently apply grade-level standard with accuracy, independence, and a high level of quality. |
| 1 | Not Yet Mastered | Student demonstrates limited or no knowledge of grade level standard. (Teacher explanation required.) |

| Comment Explanations | |
|---|--|
| Not enough evidence shown | Has not yet demonstrated the concept enough to determine mastery. |
| Prerequisite skills not yet mastered | Prior essential skills necessary not yet demonstrated to meet mastery. |
| Interventions provided | Additional, personalized instruction required to meet mastery. Examples: tutoring, one-on-one, small group, computer based program, etc. |
| Teacher guidance necessary | Concept unclear and student needs additional time and support from the teacher to meet mastery. |
| Concept not consistently shown | Inconsistently demonstrates the concept/skill to meet mastery. |
| On track for mastery | Doing as expected and progressing to meet mastery. |

The standards identified here have been created after a careful review of the Oklahoma State department of Education's Priority Academic Student Skills (PASS). For the complete text of state standards, please visit the State Department's website at <www.sde.state.ok.us>.

Elementary Schools

Apollo Elementary
1901 N. Peniel
Bethany, OK 73008
Barbara Crump, Principal
405.787.6636

Arbor Grove Elementary
5430 N.W. 40th
Warr Acres, OK 73122
Dr. Diane Welker, Principal
405.789.4985

Central Elementary
5728 N.W. 40th
Warr Acres, OK 73122
Sherri Brown, Principal
405.789.5696

Coronado Heights Elementary
5911 N. Sapulpa
Okla. City, OK 73112
Bart Daniel, Principal
405.942.8593

James L. Dennis Elementary
11800 James L. Dennis Drive
Oklahoma City, OK 73162
Vivi Grigsby, Principal
405.722.6510

Ralph Downs Elementary
7501 W. Hefner
Oklahoma City, OK 73162
Dr. Nona Burling, Principal
405.721.4431

Harvest Hills Elementary
8201 N.W. 104th
Oklahoma City, OK 73162
Mickey Wilson, Principal
405.721.2013

Hilldale Elementary
4801 N.W. 16th
Oklahoma City, OK 73127
Lynn Johnson, Principal
405.942.8600

D.D. Kirkland Elementary
6020 N. Independence
Oklahoma City, OK 73112
Bill Pierce, Principal
405.842.1491

Lake Park Elementary
8221 N.W. 30th
Bethany, OK 73008
John Lunn, Principal
405.789.7068

Northridge Elementary
8501 N.W. 82nd
Oklahoma City, OK 73132
Randy Rader, Principal
405.722.5560

Overholser Elementary
7900 N.W. 36th
Bethany, OK 73008
Lee Ann Teasley, Principal
405.789.7913

Rollingwood Elementary
6301 N. Ann Arbor
Oklahoma City, OK 73122
Debbie Hamilton, Principal
405.721.3644

Tulakes Elementary
6600 N. Galaxie
Oklahoma City, OK 73132
Lee Roland, Principal
405.721.4360

Western Oaks Elementary
7210 N.W. 23rd
Bethany, OK 73008
Drew Eichelberger, Principal
405.789.1711

Wiley Post Elementary
6920 Britton Road
Oklahoma City, OK 73132
Stephanie Teadway, Principal
405.721.8123

Will Rogers Elementary
8201 N.W. 122nd
Oklahoma City, OK 73142
Pam Miller, Principal
405.722.9797

Windsor Hills Elementary
2909 Ann Arbor
Oklahoma City, OK 73127
Renita White, Principal
405.942.8673



Standards-based Report Cards

Second Grade

Parent Guide

Questions from Parents

This curriculum brochure has been designed to provide parents with an overview of what their child will be learning this year and how their progress is going to be reported. Under each content area, is a list of skills, also called Standards, that identify what we expect all students to know, understand, and be able to do by the end of the year.

What are standards-based report cards and why are they important?

This report card makes the grade-level standards clear to parents so they know exactly what their child should know and be able to do at each grade level. Standards-based report cards give parents specific information about how their child is doing and where they need to improve. Because concrete skills and knowledge are listed on the report card, it is one way to help monitor whether all students are being exposed to the same curriculum and learning the skills they should learn in each grade.

Why is Putnam City using a standards-based report card?

We believe students are the biggest winners when standards-based report cards are used. These report cards give teachers, parents, and students clear and specific information about what skills and knowledge should be learned at each grade level. Teachers will assess student progress throughout the year and will evaluate the results and plan instruction and interventions accordingly. Students demonstrating a high level of performance on grade level standards will be provided enrichment activities and assignments that provide opportunities for them to broaden, expand, or deepen their learning, or they may be accelerated to the next group of objectives to be mastered. Students who have not mastered the material will be engaged in activities and instruction to correct their deficiencies and help them to achieve mastery.

What are the standards my 2nd grader is expected to learn?

Reading/Literature



Phonics/Decoding

Applies phonics to decode words
Builds and understands compound words, contractions, prefixes, and suffixes

Vocabulary

Uses vocabulary words from second grade curriculum
Uses synonyms, antonyms, and homonyms

Fluency

Reads grade level text with fluency and expression

Comprehension/Literature

Reads, identifies, and comprehends fiction and non-fiction text
Summarizes the main idea
Makes inferences and shows support based on fictional text

Identifies and compares story elements

Research and Information

Identifies and uses reference materials
Alphabetizes to the second letter
Uses guide words in dictionary
Uses title page, table of contents, glossary, and index to locate information



Writing



Uses the writing process with guidance
Communicates through a variety of written forms
Identifies parts of speech
Uses capitalization correctly
Uses punctuation correctly
Applies knowledge of spelling patterns

Spells frequently used words in writing
Forms letters correctly and writes legibly

Listening and Speaking

Listens and asks related questions
Listens to and follows two and three step directions

Fine Arts

Identifies and applies basic elements of art
Distinguishes between and applies the principles of design
Uses rules, procedures, and safe practices in completion of works and endeavors

Music

Distinguishes between upward/downward patterns
Identifies quarter note, eighth note, and quarter rest
Identifies gradual changes in sounds
Uses the singing voice to echo melodic patterns
Plays half note, whole note patterns and corresponding rests



Mathematics

Patterns

Describes, extends, and creates patterns

Number Sense

Identifies place value through hundreds
Demonstrates and writes halves, thirds, and fourths
Compares numbers less than 100
Identifies odd and even numbers

Number Operations & Computation

Demonstrates fluency in addition facts to 18
Demonstrates fluency in subtraction facts to 18
Solves 2-digit addition problems without regrouping
Solves 2-digit addition problems with regrouping
Solves 2-digit subtraction problems without regrouping
Solves 2-digit subtraction problems with regrouping
Identifies a missing addend in a number sentence



Geometry & Measurement

Classifies symmetrical and congruent figures
Measures with non-standard and standard units (customary and metric)
Tells time to the quarter hour
Identifies and counts money; connects coins and bills with place value

Data Analysis & Probability

Creates and interprets data on charts, graphs, and tables

Social Studies

Uses and interpret cardinal directions on maps
Identifies basic landforms and bodies of water
Identifies the difference between wants and needs and how to meet them
Identifies the purpose of rules and their consequences



Physical Education

Demonstrates a variety of manipulative, locomotor, and nonlocomotor skills
Applies basic movement concepts and principles to the learning and development of motor skills
Identifies and participates in components of health related physical activity
Applies rules, procedures, and safe practices in physical activity

Science

Compares and contrasts similar and/or different characteristics of organisms, objects, and/or events
Classifies a set of objects, organisms, or events by observable properties
Arranges objects, organisms, or events in a serial order
Makes predictions based on patterns in the natural world

