

Belmont Public Schools Elementary Report Card 2019-20

BURBANK ELEMENTARY SCHOOL

266 School Street
Belmont, MA 02478
617-993-5500



Student Name

Grade: 2

Teacher:

Student ID:

Pro-Social/Approaches to Learning Indicators

- 4 - Student consistently demonstrates this skill
- 3 - Student demonstrates this skill most of the time
- 2 - Student demonstrates this skill some of the time
- 1 - Student requires on-going support to develop this skill

Academic Performance Skills Indicators

Based on the January or June benchmarks:

- M - The student **meets** the term's benchmark and applies the concepts/skills with **independence**.
- P - The student is making **progress** toward meeting the term's benchmark with **occasional support**.
- B - The student is **beginning** to meet the term's benchmark with **frequent support**.
- NY -The student does **not yet** meet the term's benchmark and requires **consistent support**.
- / - The standard is not addressed at this time

PRO SOCIAL SKILLS	JANUARY	JUNE
<i>Personal Development and Community Skill</i>		
• Regulates behavior appropriately		
• Participates appropriately in group activities		
• Works and plays without disrupting others		
• Follows classroom routines		
• Adjusts to transitions and changes		
• Responds to conflict effectively		
• Takes care of materials and belongings		
<i>Approaches to Learning</i>		
• Perseveres in challenging situations		
• Stays on task and ignores distractions		
• Completes tasks		
• Seeks help when needed		
• Asks relevant questions		
• Works independently		
• Uses time constructively		
• Responds appropriately to verbal and non-verbal instruction		
• Takes learning risks/demonstrates initiative		

SOCIAL STUDIES	JANUARY	JUNE
<i>Civics and Government</i>		
• Recognizes people who represent good leaders and good citizens, and explains the qualities that made them admirable		
<i>Geography & Economics</i>		
• Locates continents, major bodies of water, and landforms on a world map		
• Identifies and describes locations on a world map using north, south, east and west		
• Explains in detail how land, language, culture, and available resources impact the way people live in Belmont		
• Explains in detail how land, language, culture, and available resources impact the way people live in Kenya		
• Explains in detail how land, language, culture, and available resources impact the way people live in Alaska		
<i>History and Culture</i>		
• Describes Belmont then and now.		

JANUARY

JUNE

YEAR

ABSENCES

TARDIES

LITERACY (2nd grade)	JANUARY	JUNE
<i>Reading Foundational Skills</i>		
<ul style="list-style-type: none"> • Applies second grade phonics and word analysis skills 		
<ul style="list-style-type: none"> • Reads with sufficient accuracy and fluency to support understanding of text 		
<i>Reading Literature & Informational Text</i>		
<ul style="list-style-type: none"> • Asks and answers questions to demonstrate understanding of the main idea and key details in a text 		
<ul style="list-style-type: none"> • Determines a text's central message/topic using key details 		
<ul style="list-style-type: none"> • Demonstrates an understanding of story/text structure 		
<ul style="list-style-type: none"> • Compares and contrasts texts on the same topic 		
<ul style="list-style-type: none"> • Identifies the author's intent for writing a text 		
<ul style="list-style-type: none"> • Knows and uses various text features to locate key information in text 		
<ul style="list-style-type: none"> • Reads a variety of second grade text with purpose and understanding 		
<i>Writing</i>		
<ul style="list-style-type: none"> • Writes opinion pieces with well-developed topics, supporting reasons, and conclusions 		
<ul style="list-style-type: none"> • Writes informative texts with well-developed topics, facts, and conclusions 		
<ul style="list-style-type: none"> • Writes stories with well-elaborated event details, words that signal event order, and a sense of closure 		
<ul style="list-style-type: none"> • Writes stories or poems with dialogue 		
<ul style="list-style-type: none"> • Strengthens and extends writing through revision and editing 		
<i>Speaking and Listening</i>		
<ul style="list-style-type: none"> • Engages effectively in a range of whole group and small group discussions 		
<ul style="list-style-type: none"> • Asks and answers questions to seek help, get information, or deepen understanding 		
<ul style="list-style-type: none"> • Tells a story or recounts an experience with facts and descriptive details 		
<ul style="list-style-type: none"> • Produces complete sentences when appropriate to the task and situation 		
<i>Language</i>		
<ul style="list-style-type: none"> • Uses knowledge of English grammar when writing and speaking 		
<ul style="list-style-type: none"> • Applies grade level spelling patterns (phonetic and high frequency) in written work 		
<ul style="list-style-type: none"> • Demonstrates command of grade level capitalization and punctuation when writing 		
<ul style="list-style-type: none"> • Uses vocabulary acquired through conversation, reading experiences and content study 		

SCIENCE	JANUARY	JUNE
<i>Science Practices</i>		
<ul style="list-style-type: none"> • Conducts investigations and draws reasonable conclusions 		
<ul style="list-style-type: none"> • Communicates ideas through writing, drawing and discussions 		
<i>Plants</i>		
<ul style="list-style-type: none"> • Recognizes that plants need sufficient light, water, minerals, favorable temperature, and animals or other mechanisms to produce and disperse seeds 		
<ul style="list-style-type: none"> • Sequences the stages of plant development 		
<ul style="list-style-type: none"> • Describes materials by observable properties such as color, flexibility, hardness, and texture 		
<ul style="list-style-type: none"> • Tests different materials and analyzes the data obtained to determine which materials have the properties that are best suited for an intended purpose 		
<i>Reading the Landscape</i>		
<ul style="list-style-type: none"> • Identifies and describes the bodies of water found on Earth 		
<ul style="list-style-type: none"> • Maps the shapes and types of landforms and bodies of water in a given area 		
<ul style="list-style-type: none"> • Explains how blowing wind and flowing water can change the shape of the land 		
<ul style="list-style-type: none"> • Compares solutions to slow or prevent changes to the land 		
<i>Balance and Weighing</i>		
<ul style="list-style-type: none"> • Recognizes that under some conditions, objects can be balanced 		

MATHEMATICS	JANUARY	JUNE
<i>Practice Standards</i>		
• Uses strategies to make sense of problems and perseveres in solving them		
• Utilizes knowledge of numbers and operations to reason through solutions		
• Explains thinking using pictures, numbers and words		
• Works accurately and uses tools appropriately		
<i>Operations and Algebraic Thinking</i>		
• Represents and solves one- and two-step word problems involving addition and subtraction within 100		
• Knows addition facts with sums to 20		
• Knows subtraction facts with differences to 20		
• Determines whether numbers are odd or even		
• Demonstrates understanding of relationship between multiplication and repeated addition		
<i>Number and Operations in Base Ten</i>		
• Reads, writes, and compares numbers to 100 in Jan. and 1,000 in June		
• Counts by 5s, 10s, and 100s within 100 in Jan. and within 1,000 in June		
• Demonstrates an understanding of place value within 100 in Jan. and within 1,000 in June		
• Mentally adds or subtracts 10 in Jan. or 100 in June		
• Uses place value understanding to add numbers within 100 in Jan. and within 1,000 in June		
• Uses place value understanding to subtract numbers within 100 in Jan. and within 1,000 in June		
<i>Measurement and Data</i>		
• Measures and estimates lengths in standard units		
• Tells and writes time to the nearest five minutes		
• Solves a variety of word problems involving dollar bills, quarters, nickels and pennies using appropriate symbols		
• Creates and interprets data using picture graphs, bar graphs and line plots		
<i>Geometry</i>		
• Identifies, creates and compares two- and three-dimensional shapes		
• Divides circles and rectangles into equal parts and describes using the words halves, thirds, half of, etc.		

Comments:

MUSIC	JANUARY	JUNE
<i>Pro Social Skills</i>		
<ul style="list-style-type: none"> Cooperates and is respectful of others Follows directions and participates appropriately Makes an effort to improve musical skills 		
<i>Performance</i>		
<ul style="list-style-type: none"> Performs with accurate pitch and rhythm, sings with a well produced and supported tone, and is responsive in a musical ensemble setting 		
<i>Music Literacy</i>		
<ul style="list-style-type: none"> Demonstrates age-appropriate aural and/or visual music literacy skills (decoding melodic and rhythmic patterns) 		
<i>Perceiving and Responding</i>		
<ul style="list-style-type: none"> Demonstrates an understanding of content through physical and verbal expression, and responds critically to his/her own performance and that of others 		

Comments:

ART	JANUARY	JUNE
<i>Pro Social Skills</i>		
<ul style="list-style-type: none"> Cooperates and is respectful of others Takes care of materials and uses them safely Follows directions and listens attentively 		
<i>Process</i>		
<ul style="list-style-type: none"> Uses tools and techniques in a variety of two and three dimensional media to create a work of art 		
<i>Creating</i>		
<ul style="list-style-type: none"> Uses knowledge of the elements of art (color, line, texture, value, space, shape and form) and the principles of design (balance, variety, unity, emphasis, harmony and rhythm) to create unique works of art 		
<i>Perceiving and Responding</i>		
<ul style="list-style-type: none"> Reflects upon and evaluates and critically responds to his/her own artwork and that of others (describes, analyzes, interprets and evaluates) 		

Comments:

PHYSICAL EDUCATION	JANUARY	JUNE
<i>Pro Social Skills</i>		
<ul style="list-style-type: none"> Demonstrates responsible personal and social behavior in a physical activity setting by cooperating with others, participating fully, utilizing equipment safely, following directions and listening attentively 		
<i>Forms of Movement</i>		
<ul style="list-style-type: none"> Demonstrates fundamental movements necessary for participation in physical activities. Movements would include demonstrating a variety of locomotor skills, catching at various levels and throwing in opposition 		
<i>Applied Movement</i>		
<ul style="list-style-type: none"> Uses movement concepts and principles in the development of motor skills. Movements would include maintaining spatial awareness, utilization of levels, speed and direction 		
<i>Lifestyle and Health</i>		
<ul style="list-style-type: none"> Displays the components of physical fitness (muscular strength, muscular endurance, cardiovascular endurance and flexibility) in addition to making choices which promote wellness 		

Comments: