





<p><b>GRADE 2</b></p> <p>Student Name: _____</p> <p>Student Number: _____</p> <p>Teacher Name: _____</p> <p>Date Printed: _____</p>	<p><b>Approach to Learning</b></p> <p>C = Consistently demonstrates this skill.  I = Inconsistently demonstrates this skill.  R = Rarely demonstrates this skill. Academic progress is affected.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Self-Awareness</td> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Relationship Skills</td> </tr> <tr> <td style="text-align: center;">Self-Management</td> <td></td> <td style="text-align: center;">Responsible Decision-Making</td> </tr> <tr> <td style="text-align: center;">Social Awareness</td> <td></td> <td></td> </tr> </table> <p>(Yes/No) Your child's absences/tardies negative affect your child's progress.</p>	Self-Awareness		Relationship Skills	Self-Management		Responsible Decision-Making	Social Awareness		
Self-Awareness		Relationship Skills								
Self-Management		Responsible Decision-Making								
Social Awareness										

**Standards and Grade Level Essential Learning Outcomes (ELOs)**

The North Dakota standards provide a road map to help ensure that students are successful in college, careers, and life. The standards define what students will learn in multiple content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication. Fargo teachers have prioritized standards for every grade level in order to ensure a guaranteed and viable curriculum for all students. Student progress on grade level *Essential Learning Outcomes* (ELOs) is reported at the end of each trimester.

**End of Year Learning Goals**

Because grade level essential learning outcomes (ELOs) are end of year goals, parents and students will typically see scores of 1 or 2 in the first and second trimester. Students practice new knowledge and skills until they can perform grade level ELOs independently. While students learn in different ways and at different rates, our goal is to reach proficiency by the end of the year and challenge students with applications of deeper learning when they demonstrate proficiency sooner.

			
Adult holds on to help balance	Adult is close at hand to guide and support	End of Year Goal: Rides Alone	Sharp turns and high speed hills
<b>1</b>	<b>1.5</b> <b>2</b> <b>2.5</b>	<b>3</b>	<b>3.5</b> <b>4</b>

**What is a 4?**

Some students are able to reach proficiency sooner than expected, and may be able to work on a more in-depth application of the ELO. These levels do not represent achievement of ELOs at the next grade level. Students who are able to provide evidence of their learning at this level will receive a 3.5 or 4.

**Special Note about Science, Social Studies, Art, Music and PE this year:**

Students will receive a (S) Satisfactory or (U) Unsatisfactory mark for these subjects this year due to the variety of instructional levels students are experiencing due to COVID-19 restrictions.

LITERACY	TRI 1	TRI 2	TRI 3
Read accurately and fluently.			
Ask and answer questions about fiction and nonfiction texts.			
Identify the main idea and details of a nonfiction passage.			
Understands story structure (characters, setting, plot).			
Read and comprehend fiction and nonfiction texts.			
Write opinion pieces.			
Write informative/explanatory texts.			
Write narratives.			

MATH	TRI 1	TRI 2	TRI 3
Solve addition and subtraction word problems within 100.			
Fluently add and subtract within 20.			
Read and write numbers to 1000.			
Use strategies to add and subtract within 100.			
Use strategies to add and subtract within 1000.			
Mentally add and subtract 10 or 100 within 1000.			
Tell and write time to the nearest five minutes.			
Solve word problems involving money.			
Identify shapes and solids with specific attributes.			
Partition circles and rectangles.			

	TRI 1	TRI 2	TRI 3
<b>SCIENCE</b>	S/U	S/U	S/U
Demonstrates and applies knowledge of key concepts			
Explores process of science inquiry			

	TRI 1	TRI 2	TRI 3
<b>SOCIAL STUDIES</b>	S/U	S/U	S/U
Compares individual family history and culture			
Differentiates services and responsibilities of community members			
Applies map skills to locate information on a map			

	TRI 1	TRI 2	TRI 3
<b>VISUAL ARTS</b>	S/U	S/U	S/U
I can experiment with materials and tools to create my art.			
I can sort work based on a theme or idea.			
I can use my art vocabulary to express my likes and dislikes about art.			
I can create art about the events in my life.			
Demonstrates respect for art, people and art materials			

	TRI 1	TRI 2	TRI 3
<b>MUSIC</b>	S/U	S/U	S/U
Creates musical patterns using grade level rhythms and melodies			
Performs a pentatonic melody in tune with accurate rhythm.			
Reads grade level rhythms and melodies			
Describes musical preference based on personal interest and experience using grade level vocabulary.			
Displays a positive attitude and follows directions during music activities			

	TRI 1	TRI 2	TRI 3
<b>PHYSICAL EDUCATION</b>	S/U	S/U	S/U
I can catch a ball using all elements			
I can kick a stationary or moving ball using all elements			
I can skip using all elements			
I can throw a ball overhand using all elements			
I can participate actively in PE			
I can follow directions in a group setting			
I can recognize the relationship between physical activity and good health			