

Student: \_\_\_\_\_  
 Student ID: \_\_\_\_\_  
 State ID: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

**Attendance Summary:**

| T1     |       | T2     |       | T3     |       | T4     |       | Total  |       |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy |
| 0      | 0     | 0      | 0     | 0      | 0     | 0      | 0     | 0      | 0     |

**\*\*This Report Card only lists absences. Lack of attendance means there were no absences.**

| Academic Performance Level for Content Areas |       |
|--|-------|
| Name   | Score |
| Exceeds                                      | 4     |
| Meets  | 3     |
| Progressing                                  | 2     |
| Emerging                                     | 1     |
| Critical Need                                | 0     |
| Not Evaluated                                | NE    |

| Academic Performance Level for Learner Behaviors |       |
|--|-------|
| Name   | Score |
| Consistently                                     | 4     |
| Usually  | 3     |
| Sometimes  | 2     |
| Rarely   | 1     |
| Not Applicable                                   | NA    |

| 2ND GRADE STANDARDS-BASED REPORT CARD                                   |      |    |    |    |
|---|------|----|----|----|
|   | Term |    |    |    |
|   | T1   | T2 | T3 | T4 |
| <b>***I- LANGUAGE ARTS STANDARDS</b>                                    |      |    |    |    |
| <b>READING LEVEL</b>  |      |    |    |    |
| Instructional Reading Level   |      |    |    |    |
| <b>READING LITERARY</b>   |      |    |    |    |
| Ask/answer questions in text to show understanding                      |      |    |    |    |
| Recount stories from diverse cultures and discuss their central meaning |      |    |    |    |
| Describe how characters respond to events and challenges                |      |    |    |    |
| Explain how words supply rhythm/meaning                                 |      |    |    |    |
| Describe the story structure  |      |    |    |    |

| 2ND GRADE STANDARDS-BASED REPORT CARD                                     |      |    |    |    |
|---|------|----|----|----|
|   | Term |    |    |    |
|   | T1   | T2 | T3 | T4 |
| beginning/middle/end  |      |    |    |    |
| Identify character point of view  |      |    |    |    |
| Use print/illustrations for understanding                                 |      |    |    |    |
| Compare/contrast versions of the same story by different authors          |      |    |    |    |
| <b>READING INFORMATIONAL</b>  |      |    |    |    |
| Ask/answer questions to demonstrate understanding                         |      |    |    |    |
| Identify the topic of a text & paragraphs in the text                     |      |    |    |    |
| Describe connections in a text  |      |    |    |    |
| Know & use various text features  |      |    |    |    |
| Identify the author's purpose   |      |    |    |    |
| Explain how images contribute to clarify a text                           |      |    |    |    |
| Describe the supportive points in a text & paragraph                      |      |    |    |    |
| Compare/contrast points presented by two texts                            |      |    |    |    |
| Read and comprehend grade level stories, poems, and informational texts   |      |    |    |    |
| <b>READING FOUNDATIONS</b>  |      |    |    |    |
| Know & apply grade level phonics & word analysis skills in decoding words |      |    |    |    |
| Read with sufficient accuracy and fluency to support comprehension        |      |    |    |    |
| <b>WRITING</b>  |      |    |    |    |
| Writes opinion piece: introduction, supportive details, & conclusion      |      |    |    |    |
| Writes informative piece: introduction, facts, & conclusion               |      |    |    |    |

| 2ND GRADE STANDARDS-BASED REPORT CARD                                     |      |    |    |    |
|---|------|----|----|----|
|   | Term |    |    |    |
|   | T1   | T2 | T3 | T4 |
| Writes a narrative that details events/ thoughts/ feelings & has closure  |      |    |    |    |
| Uses the writing process  |      |    |    |    |
| Uses a variety of digital tools to produce & publish writing              |      |    |    |    |
| Participate in shared research projects                                   |      |    |    |    |
| Recall/gather information from sources                                    |      |    |    |    |
| <b>SPEAKING AND LISTENING</b>   |      |    |    |    |
| Participates in collaborative conversations with diverse partners         |      |    |    |    |
| Recount/describe key ideas or details from information presented orally   |      |    |    |    |
| Ask/answer questions for comprehension                                    |      |    |    |    |
| Tell a story or recount an experience with appropriate facts & details    |      |    |    |    |
| With support, create audio recordings of stories or poems                 |      |    |    |    |
| Produce complete sentences in order to provide details/clarification      |      |    |    |    |
| <b>LANGUAGE</b>   |      |    |    |    |
| Use conventions of English grammar and usage when writing or speaking     |      |    |    |    |
| Use conventions of capitalization, punctuation, and spelling when writing |      |    |    |    |
| Uses correct grammar when writing/speaking/reading/listening              |      |    |    |    |
| Determine the meaning of unknown and multiple meaning words and phrases   |      |    |    |    |
| Understand word relationships & categorize words based on meaning         |      |    |    |    |

To Parent/Guardian of J. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

| 2ND GRADE STANDARDS-BASED REPORT CARD                                     |      |    |    |    |
|---|------|----|----|----|
|   | Term |    |    |    |
|   | T1   | T2 | T3 | T4 |
| Uses words in conversations/reading/being read to & responding to texts   |      |    |    |    |
| <b>COMMENTS FOR LANGUAGE ARTS STANDARDS</b>                               |      |    |    |    |
| Comment:  |      |    |    |    |
| <b>II- MATHEMATICS STANDARDS</b>  |      |    |    |    |
| <b>OPERATIONS AND ALGEBRAIC THINKING</b>                                  |      |    |    |    |
| Represents & solves problems involving addition/ subtraction within 100   |      |    |    |    |
| Uses mental strategies to add & subtract within 20                        |      |    |    |    |
| Works with equal groups of objects to gain foundations for multiplication |      |    |    |    |
| <b>NUMBER AND OPERATIONS IN BASE TEN</b>                                  |      |    |    |    |
| Counts within 1000; skip-count by 5s, 10s, and 100s                       |      |    |    |    |
| Understands & models place value to 1000 (read, write, count, & compare)  |      |    |    |    |
| Uses place value & properties of operations to add & subtract within 1000 |      |    |    |    |
| <b>MEASUREMENT AND DATA</b>   |      |    |    |    |
| Measures & estimates lengths in standard units using appropriate tools    |      |    |    |    |
| Relates addition & subtraction to length                                  |      |    |    |    |
| Tells & writes analog & digital time to the nearest five minutes(am & pm) |      |    |    |    |
| Solves word problems involving money including bills & coins              |      |    |    |    |
| Represents & interprets data  |      |    |    |    |
| <b>GEOMETRY</b>   |      |    |    |    |
| Reasons with shapes and their attributes                                  |      |    |    |    |
| Partitions & describes shapes using halves, thirds, fourths, & wholes     |      |    |    |    |
| <b>STANDARDS FOR MATHEMATICAL PRACTICE</b>                                |      |    |    |    |
| Makes sense of problems & perseveres in solving them                      |      |    |    |    |
| Reasons abstractly and quantitatively                                     |      |    |    |    |
| Constructs viable arguments & critiques the reasoning of others           |      |    |    |    |
| Models with mathematics   |      |    |    |    |
| Uses appropriate tools strategically                                      |      |    |    |    |
| Attends to precision  |      |    |    |    |

| 2ND GRADE STANDARDS-BASED REPORT CARD                                      |      |    |    |    |
|--|------|----|----|----|
|  | Term |    |    |    |
|  | T1   | T2 | T3 | T4 |
| Looks for and makes use of structure                                       |      |    |    |    |
| Looks for and expresses regularity of repeated reasoning                   |      |    |    |    |
| <b>COMMENTS FOR MATHEMATICS STANDARDS</b>                                  |      |    |    |    |
| Comment:   |      |    |    |    |
| <b>III- SCIENCE STANDARDS</b>  |      |    |    |    |
| <b>PHYSICAL SCIENCE</b>  |      |    |    |    |
| Investigates the properties of matter & changes that occur in objects      |      |    |    |    |
| Identifies sources of energy & how the energy is used                      |      |    |    |    |
| Demonstrates changes in speed & direction using pushes and pulls           |      |    |    |    |
| <b>EARTH SCIENCE</b>   |      |    |    |    |
| Understands that stars have different sizes, brightness, and patterns      |      |    |    |    |
| Investigates position of sun & moon to show patterns throughout the year   |      |    |    |    |
| Observes & records changes & infers the causes of the changes              |      |    |    |    |
| <b>LIFE SCIENCE</b>  |      |    |    |    |
| Investigates the life cycles of different living organisms                 |      |    |    |    |
| <b>COMMENTS FOR SCIENCE STANDARDS</b>                                      |      |    |    |    |
| Comment:   |      |    |    |    |
| <b>IV- SOCIAL STUDIES STANDARDS</b>  |      |    |    |    |
| <b>HISTORICAL UNDERSTANDINGS</b>   |      |    |    |    |
| Describes the lives of historical figures in Georgia history               |      |    |    |    |
| Describes/compares/contrasts GA Creek & Cherokee cultures past & present   |      |    |    |    |
| <b>GEOGRAPHIC UNDERSTANDINGS</b>   |      |    |    |    |
| Locates major topographical features of Georgia                            |      |    |    |    |
| Describes culture & geography of GA historical figures & Native population |      |    |    |    |
| <b>GOVERNMENT/CIVIC UNDERSTANDINGS</b>                                     |      |    |    |    |
| Defines the concept of government & the need for rules & laws              |      |    |    |    |
| Identifies the roles of elected officials                                  |      |    |    |    |
| Gives examples of positive citizenship of Georgia's historical figures     |      |    |    |    |
| Identifies & locates state & national                                      |      |    |    |    |

| 2ND GRADE STANDARDS-BASED REPORT CARD                                     |      |    |    |    |
|---|------|----|----|----|
|   | Term |    |    |    |
|   | T1   | T2 | T3 | T4 |
| capitol buildings from pictures   |      |    |    |    |
| <b>ECONOMIC UNDERSTANDINGS</b>  |      |    |    |    |
| Explains that people must make choices & incur opportunity costs          |      |    |    |    |
| Identifies ways in which goods & services are allocated                   |      |    |    |    |
| Explains how money makes trade for goods & services easier than bartering |      |    |    |    |
| Describes the costs & benefits of personal spending & saving choices      |      |    |    |    |
| <b>COMMENTS FOR SOCIAL STUDIES STANDARDS</b>                              |      |    |    |    |
| Comment:  |      |    |    |    |

| LEARNER BEHAVIORS & WORK STANDARDS           |      |    |    |    |
|--|------|----|----|----|
|  | Term |    |    |    |
|  | T1   | T2 | T3 | T4 |
| <b>EDUCATIONAL BEHAVIORS</b>                 |      |    |    |    |
| Follows school rules                         |      |    |    |    |
| Listens to & follows directions              |      |    |    |    |
| Asks questions & seeks help when needed      |      |    |    |    |
| Stays on task                                |      |    |    |    |
| Completes work thoughtfully                  |      |    |    |    |
| Takes care of school & personal property     |      |    |    |    |
| Works independently at appropriate times     |      |    |    |    |
| Demonstrates behavior that promotes learning |      |    |    |    |
| Completes assignments in a timely manner     |      |    |    |    |
| Contributes appropriately as a group member  |      |    |    |    |
| <b>COMMENTS FOR EDUCATIONAL BEHAVIORS</b>    |      |    |    |    |
| Comment:                                     |      |    |    |    |

\*Comments: Conference requested by:  
 \_\_\_\_\_ Teacher \_\_\_\_\_ Parent

Services Received:  
 \_\_\_\_\_ EIP Reading \_\_\_\_\_ EIP Math  
 \_\_\_\_\_ Title 1 Reading \_\_\_\_\_ Title 1 Math  
 \_\_\_\_\_ Speech & Language \_\_\_\_\_ Gifted  
 \_\_\_\_\_ ESOL

\_\_\_\_ SIEP/Tutorial  
\_\_\_\_ Mentoring Program

Rubrics and more information can be found on the  
Henry County Schools website at  
[www.henry.k12.ga.us](http://www.henry.k12.ga.us)

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Parent Signature