



# RUMSON BOROUGH PUBLIC SCHOOLS

Deane-Porter Elementary School

50 Black Point Road

Rumson, New Jersey 07760

(732) 842-0330

www.rumsonschool.org

# REPORT CARD

GRADE 2

School Year:

Marking Period:

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

### Core Academic Levels

Per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

**3** - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

**2** - The student is consistently meeting grade level expectations, with little or no support. Performance is characterized by thorough understanding of concepts and skills.

**1** - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

**NA** - Not assessed at this time

### Attendance

	MP1	MP2	MP3	Total
<b>Days Absent</b>				
<b>Days Tardy</b>				

### Executive Functioning / Work Habits

**S** - Area of Strength

**G** - Area of Growth

**Please note:** Detailed information regarding learning expectations for each report card indicator as well as Social Emotional Learning standards addressed during Character Education instruction can be found on the district website, [RumsonSchool.org](http://RumsonSchool.org), as a dropdown on the District's tab called **Report Cards**.

### ENGLISH LANGUAGE ARTS Teacher: \_\_\_\_\_

	MP1	MP2	MP3
<b>Reading Literature and Informational Text</b>			
Asks and answers questions to demonstrate understanding of key details in a text			
Describes how characters respond to major events and challenges using key details			
Demonstrates understanding of author's message			
Compares and contrasts two texts on the same topic (literary or informational texts)			
Identifies and uses text features to locate key facts/information			
<b>Foundational Skills: Phonics and Sight Words</b>			
Reads grade level high-frequency and sight words			
Decodes unknown words using phonics and word analysis skills			
<b>Foundational Skills: Fluency</b>			
Reads fluently to support comprehension of benchmark text			
<b>Language and Writing</b>			
Writes grade level pieces across the curriculum (narrative, informational, and opinion)			
Revises writing by elaborating to focus on meaning and details			
<b>Conventions of Standard English</b>			
Demonstrates command of capitalization, punctuation, grammar, and spelling when writing			
<b>Speaking and Listening</b>			
Engages in collaborative conversations			

### MATHEMATICS Teacher: \_\_\_\_\_

	MP1	MP2	MP3
<b>Operations and Algebraic Thinking</b>			
Represents and solves problems involving addition and subtraction (within 100)			
Adds and subtracts within 20 (using mental strategies)			
Works with equal groups of objects to gain foundations for multiplication			
<b>Numbers and Operations in Base Ten</b>			
Understands place value			
Uses place value understanding and properties of operations to add and subtract			
<b>Measurement and Data</b>			
Tells time and solves problems involving time			
Counts money and solves problems involving money			
Measures and estimates length in standard units			
Relates addition and subtraction to length			
Represents and interprets data			
<b>Geometry</b>			
Reasons with shapes and their attributes			

**Student:** \_\_\_\_\_ **Student ID:** \_\_\_\_\_ **Homeroom:** \_\_\_\_\_ **Homeroom Teacher:** \_\_\_\_\_

<b>SOCIAL STUDIES</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Identifies and locates on a map our communities and how they are different and are a place where we live, work, play and solve problems				
Understands how people work to earn money to pay for the things they need and want and how people buy and trade for the things they need				
Understands that our government helps keep people safe and makes things fair, and how government workers meet to find ways to make our lives better				
Describes how our communities and family structures have changed over time				

<b>SCIENCE</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
<b>Relationships in Habitats</b>				
Understands the diversity of life in different habitats				
Explains why plants need sunlight and water to grow and how an animal functions in dispersing seeds or pollinating plants				
<b>Properties of Matter</b>				
Classifies different kinds of materials by their observable properties				
Understands that materials have the properties that are best suited for an intended purpose				
<b>Changes to Matter</b>				
Understands that an object made of a small set of pieces can be disassembled and made into a new one				
Explains that some changes caused by heating or cooling can be reversed and some cannot				
<b>The Earth's Land and Water</b>				
Identifies where water is found on Earth and that it can be solid or liquid				
Understands the shapes and kinds of land and bodies of water in an area				
<b>Changes to Earth's Land</b>				
Explains how Earth events can occur quickly or slowly				
Compares multiple solutions designed to slow or prevent wind or water from changing the shape of the land				

<b>SPECIAL AREA SUBJECTS</b>				
<b>3 – Meeting w/ Distinction</b>	<b>2 – Meeting</b>	<b>1 – Progressing Towards</b>	<b>NA – Not Assessed at this Time</b>	

<b>ART</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Student demonstrates understanding of art concepts and art vocabulary in target activity				
Student demonstrates skillful and safe use of art materials, art tools, and art space during the target activity				
Student is engaged in art room activities, art creation and active listening during the target activity				
<b>MUSIC</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates understanding of the elements of music through creation, performance, improvisation, and active listening				
Demonstrates musicianship through the safe and appropriate use of instruments and other materials				
Demonstrates persistence, openness to new ideas, and the application of appropriate criteria when creating, performing, and responding to music				
<b>PHYSICAL EDUCATION</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates developmentally appropriate control in isolated settings (skill practice)				
Demonstrates developmentally appropriate control in applied settings (games, sports, dance and recreational activities)				
Follows basic activity and safety rules / works well in small groups and teams				
<b>SPANISH</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates comprehension of simple oral directions and requests in the target language				
Asks and responds to questions, makes requests and expresses preferences in the target language				
Participates in basic interpersonal conversation in the target language				
<b>STEM</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
Demonstrates skillful use of STEM material for problem solving				
Demonstrates an understanding of the Imagine & Planning stages of the Engineering Design Process				
Demonstrates an understanding of the Design stage of the Engineering Design Process				
Demonstrates an understanding of the Build and Improve stages of the Engineering Design Process				
Demonstrates ability to utilize targeted computer skills, tools and programs				

<b>PERSONAL / SOCIAL DEVELOPMENT</b>	<b>Teacher:</b>	<b>MP1</b>	<b>MP2</b>	<b>MP3</b>
<b>S – Area of Strength</b>	<b>G – Area of Growth</b>			
Remains engaged				
Maintains self-control				
Follows classroom rules and routines				
Displays organizational skills				
Completes class work independently				

**Student:**

**Student ID:**

**Homeroom:**

**Homeroom Teacher:**

**Teacher Comments (Only as necessary)**

**Marking Period 1**

**F & P Independent Reading Level**\_\_\_\_

**Marking Period 2**

**F & P Independent Reading Level**\_\_\_\_

**Marking Period 3**

**F & P Independent Reading Level**\_\_\_\_

**Student is assigned to Grade \_\_\_\_\_ for the \_\_\_\_\_ school year.**