

<b>SOCIAL STUDIES</b>	Jan	Jun
• Locates continents on a map.		
• Identifies their own town, state, country, & continent.		
• Uses directions to compare locations on a map.		
• Demonstrate an understanding of how geography affects the way people live.		
• Compares and contrasts cultures.		

<b>PHYSICAL EDUCATION</b>	Jan	Jun
<b>Participation</b>		
• Prepared for class (sneakers), demonstrates appropriate participation and effort in class activities.		
<b>Personal and Social Responsibility</b>		
• Works independently with others in partner environments with minimal teacher prompting.		
<b>Psychomotor</b>		
• Demonstrates the ability to jump a long rope continuously turned by others.		
• Kicks a rolling ball to a large stationary target with the instep (shoelaces).		
• Dribbles a ball continuously using alternating hands while traveling in general space.		
• Applies simple strategies (quick fakes, twisting, stretching) in chasing and fleeing activities.		
• Ability to move to a beat with various body movements and direction changes.		

<b>VISUAL ARTS</b>	Jan	Jun
• Participates appropriately in art class activities		
<b>Communications and Expression</b>		
• Uses problem solving, observation, analysis and self-assessment to create, analyze and refine works of art.		
• Designs and creates a 2D work that includes imaginary images.		
<b>Design and Composition</b>		
• Designs and creates a collage that demonstrates at least two contrasting textures.		
<b>Methods, Tools and Techniques</b>		
• Uses artistic tools appropriately to create works of art that express specific concepts.		
• Uses a sequential process in creating works of art and communicates this process to others.		

<b>MUSIC</b>	Jan	Jun
• Participates appropriately in music class activities		
<b>Creating</b>		
• Accurately creates simple rhythm patterns in response to a similar rhythm prompt by the teacher or class.		
<b>Performing</b>		
• Uses a healthy singing voice to accurately perform unison songs within a given pitch range.		
• Accurately echo sings melodies within a given pitch range alone and with others.		
• Accurately identifies and claps a steady beat while singing or listening to a song.		
<b>Responding</b>		
• Listens to music and identifies high vs low pitches and pitch direction.		
• Listens to music and accurately identifies simple 4 beat rhythms being performed visually and aurally.		

*A community and school partnership  
that creates excited learners,  
inspires excellence,  
fosters integrity*

Date Printed: November 30, 2018 - Parent / Guardian signature is not required.



## Needham Public Schools

2018-2019  
Grade 2 Progress Report

HR:	Art:	Attendance:
Music:	PE:	Absences:
		Tardies:
C = Consistently O = Often S = Sometimes I = Infrequently * = See separate progress monitoring report		
<b>SOCIAL &amp; PERSONAL COMPETENCIES</b>		
<b>Social/Emotional/Interpersonal Skills</b>		
• Demonstrates a willingness to take risks.		
• Listens carefully to others.		
• Assumes responsibility for behavior.		
• Applies strategies for coping with emotions.		
• Shows consideration and respect for others.		
• Demonstrates flexibility.		
• Identifies strategies to solve social problems.		
• Follows class and school rules independently.		
<b>Work Habits</b>		
• Participates in class/groups voluntarily.		
• Follows directions.		
• Works independently.		
• Perseveres on academic tasks.		
• Completes home assignments.		
• Completes in class assignments within a reasonable amount of time.		
• Works well on cooperative tasks.		
• Demonstrates organization.		
• Works neatly and carefully.		

**Comments:**

<b>Proficiency Scale - Academic</b>	
<b>4</b>	In addition to meeting the standard, the student is able to make in-depth inferences and applications that extend beyond what was taught. The student exceeds the January/June standard.
<b>3</b>	The student meets the January/June standard.
<b>2</b>	The student is progressing towards meeting the January/June standard.
<b>1</b>	The student needs more review & reinforcement, requires constant teacher support and assistance to learn and use information. The student is having difficulty meeting the January/June standard.
-	Not taught during this reporting period.
*	See separate progress monitoring report.

<b>ENGLISH LANGUAGE ARTS (Reading)</b>	<b>Jan</b>	<b>Jun</b>
<b>Reading</b>		
• Reads routinely for a sustained amount of time.		
• Monitors and self-corrects while reading.		
• Decodes grade-level texts accurately.		
• Reads grade-level texts fluently with phrasing and expression.		
• Reads grade-level texts with literal comprehension.		
• Reads grade-level texts with inferential and analytical comprehension.		
• Communicates understanding about reading orally, using evidence to support thinking.		
• Communicates understanding about reading in writing, using evidence to support thinking.		
<b>Language and Word Study</b>		
• Reads high frequency and irregularly spelled (“trick”) words in texts.		

<b>ENGLISH LANGUAGE ARTS (Writing)</b>	<b>Jan</b>	<b>Jun</b>
<b>Writing Process</b>		
• Writes routinely for a sustained amount of time.		
• Uses planning strategies effectively (generating ideas, rehearsing, organizing).		
• Applies revising and editing strategies and incorporates feedback to improve writing.		
<b>Structure</b>		
• Creates an engaging beginning that introduces a topic or story.		
• Organizes and connects ideas according to genre.		
• Includes an ending that provides closure.		
<b>Development</b>		
• Uses ideas that relate to the topic.		
• Uses details and evidence to elaborate ideas.		
<b>Conventions</b>		
• Uses grammatically correct sentence structure.		
• Uses proper capitalization.		
• Uses proper punctuation.		
• Applies spelling strategies.		
• Spells high frequency and irregularly spelled (“trick”) words correctly in writing.		

**Date Printed:**

<b>MATHEMATICS</b>	<b>Jan</b>	<b>Jun</b>
<b>Operations &amp; Algebraic Thinking</b>		
• Fluently knows addition fact combinations to 20.		
• Fluently knows subtraction fact combinations within 20.		
• Understands the relationship between addition and subtraction.		
• Represents and solves word problems involving addition and subtraction within 100.		
• Uses equal groups and arrays to understand multiplication and write corresponding equations.		
• Can identify odd and even numbers.		
<b>Number &amp; Operations in Base Ten</b>		
• Uses place value understanding to represent ones, tens, and hundreds in a 3-digit number.		
• Uses place value to read, write, and compare numbers to 1000.		
• Uses place value knowledge to skip count by 5's, 10's and 100's to 1000.		
• Fluently adds and subtracts 2-digit numbers within 100 using place value and relationship of properties of operation.		
• Adds and subtracts 3-digit numbers within 1000 using place value and relationship of properties of operations.		
<b>Measurement &amp; Data</b>		
• Tells and writes time to the nearest 5 minutes, using AM and PM.		
• Knows relationships of time (e.g., number of seconds in a minute).		
• Solves problems involving dollar bills and coins, using appropriate symbols.		
• Draws and uses picture and bar graphs to solve problems.		
• Measures and estimates lengths to a whole unit.		
• Selects and uses appropriate tools to measure length.		
• Compares lengths to determine how much longer one object is than another.		
<b>Geometry</b>		
• Recognizes and draws shapes having specified attributes.		
• Divides a rectangle into square units.		
• Divides circles and rectangles into halves, thirds, fourths.		

<b>MATHEMATICS</b>	<b>Jan</b>	<b>Jun</b>
<b>Problem Solving</b>		
• Communicates mathematical thinking orally.		
• Demonstrates understanding of the problem solving process (read, plan, solve, check).		
• Solves mathematical problems using the appropriate strategies.		
Communicates mathematical thinking in numbers, pictures, and words.		

<b>SCIENCE</b>	<b>Jan</b>	<b>Jun</b>
<b>Magnets Unit (Physical Science)</b>		
• Identifies and explains the properties of magnets.		
• Applies knowledge of the properties of magnets to solve a design challenge.		
<b>Science &amp; Engineering Practices/Skills</b>		
• Asks questions that can be answered by an investigation.		
• Makes observations in order to answer scientific questions.		
• Plans and conducts an investigation or solution to a design problem.		
• Records information in words and/or using accurate scientific sketches.		
• Makes conclusions based on evidence, either orally or in written form.		
<b>Trees Unit (Life Science)</b>		
• Explains the structure and function of tree parts.		
• Can make accurate observations of tree leaves and identify several trees.		
• Develops and explains model of basic process of photosynthesis.		
<b>Soil Unit (Earth Science)</b>		
• Defines the composition of soil (including organic or inorganic).		
• Compares and contrasts different types of soil and dirt.		
• Identifies examples of ways living things depend on soil.		
• Explains basic process of decomposition.		