



# Hopatcong Borough Schools

PO Box 1029, Hopatcong, NJ 07843

## Second Grade Report Card

Student:  
 School:  
 Academic Year:  
 Teacher:

Attendance	T1	T2	T3	Total
Absent				
Tardy				

Grading	
<p><b>E - Exceeds standards:</b>            Student consistently grasps, applies, and extends key concepts, processes, and skills. Works beyond standards.</p> <p><b>M - Meets standards:</b>            Student grasps and applies key concepts, processes, and skills. Meets standards.</p> <p><b>P - Progressing toward standards:</b>            Student is beginning to grasp and apply key concepts, processes, and skills. Progressing toward standards.</p> <p><b>I - Intensive Support Needed:</b>            Student is not grasping key concepts, processes, and essential skills. Area of concern.</p> <p><b>(Blank) - Not evaluated at this time.</b></p>	<p>T1 - Trimester 1            T2 - Trimester 2            T3 - Trimester 3</p> <p><u>Demonstrates Effort</u></p> <p><b>C - Consistently:</b>            Student consistently puts forth effort.</p> <p><b>S - Sometimes:</b>            Student sometimes puts forth effort.</p> <p><b>R - Rarely:</b>            Student rarely puts forth effort.</p>

Language Arts Literacy	T1	T2	T3
<b>Reading</b>	--	--	--
Demonstrates effort			
Reads at Grade Level			
Reads with comprehension: Literal (retells accurately including main idea/topic, details, character, setting)			
Reads with comprehension: Inferential understanding (inferences, predictions, conclusion)			
Applies reading strategies (pictures, context, and phonics)			
Determines the central message or main topic			
Compares and contrasts two or more versions of the same story			
Uses writing to effectively respond to literature			
<b>Reading Foundational Skills</b>	--	--	--
Applies grade level phonics and word analysis skills in decoding words			
Reads with sufficient accuracy and fluency to support comprehension			
<b>Writing</b>	--	--	--
Demonstrates effort			
Writes a narrative piece using details, temporal words, and a sense of closure			
Writes an informative piece with facts and a concluding statement			
Writes an opinion piece supporting a point of view with reasons			
Recalls information from experiences to generate writing topics			
Develops ideas clearly in a organized manner that reflect the genre study (narrative, opinion, informational)			
Elaborates by using detail and descriptions			
Strengthens writing by using revision strategies			
Strengthens writing by using editing strategies			

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<b>Language Arts Literacy (continued)</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Language</b>	--	--	--
Writes complete, simple, and compound sentences			
Uses capitalization and punctuation correctly			
Applies word study skills and strategies (phonics, spelling, vocabulary) to written work			
<b>Speaking &amp; Listening</b>	--	--	--
Participates in collaborative conversations effectively			
<b>Mathematics</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates effort			
<b>Operations &amp; Algebraic Thinking</b>	--	--	--
Fluently adds within 20 using mental strategies			
Fluently subtract within 20 using mental strategies			
Uses addition and subtraction within 100 to solve one and two step word problems			
<b>Numbers &amp; Operations in Base Ten</b>	--	--	--
Reads and writes numbers to 1000 using base-ten numerals, number names, and expanded form			
Uses skip counting by 5s, 10s, and 100 to count within 1000			
Compares two and three-digit numbers with the symbols <, >, =			
Adds and subtracts within 100 using place value and regrouping strategies			
Applies and explains multiple addition and subtraction models to add and subtract within 1000			
<b>Measurement &amp; Data</b>	--	--	--
Measure and estimate lengths in standard units			
Reads and writes time from analog/digital clocks in five-minute intervals			
Solves problems involving money			
Represent and interpret data using pictures and bar graphs			
<b>Geometry</b>	--	--	--
Identify and draw shapes and their attributes			
Partition circles and rectangles into fractions			
<b>Science</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates effort			
Demonstrates understanding of unit content, concepts, and vocabulary			
Participates effectively in discussions and activities			
<b>Social Studies</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates effort			
Demonstrates understanding of unit content, concepts, and vocabulary			
Participates effectively in discussions and activities			
<b>Art</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates effort			
Demonstrates understanding of skills and concepts			
<b>Music</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates effort			
Demonstrates understanding of skills and concepts			
<b>Physical Education &amp; Health</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates effort			
Demonstrates competency in movement skills and concepts			
<b>Spanish</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates effort			



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Comments
<b>Trimester 1</b>
<b>Trimester 2</b>
<b>Trimester 3</b>

This progress report serves as just one method of communicating your child's progress in school. It indicates what is expected of your child in the academic, work habits, and attitude areas. Your child's success in school will depend largely upon the extent to which you and the school become partners. Therefore, we welcome your inquiries should you have any questions regarding your child's educational experience. Each child grows and achieves in a uniquely different way; therefore please be cautious about trying to compare achievement results of your child with others.