



Student Info	
Student ID	
Student Name	
Grade	2
Teacher	
Date	May 23, 2025

"Where life's journey takes flight!"

Purpose of Standards-Based Report Cards

Standards-based reporting focuses on how well students meet learning goals, not their overall performance. It gives clear feedback on strengths and areas to improve based on state grade-level standards. Academics and Learner Behaviors are separated into two different, but equally important reporting areas. This helps families and educators make better decisions to support their students individual needs.

Attendance	Q1	S1	Q3	S2
Days Absent	1	1	3	4
Days Present	42	84	44	83
Times Tardy	0	0	1	1
Days Enrolled	43	85	47	87

Scan the QR code or visit
<https://www.lancsd.org/Page/3011>
for more information about standards reporting.



Learner Behavior Indicators

Each behavior standard is marked with a letter that corresponds to a specific definition of performance

- E - Excellent**
- G - Good**
- S - Satisfactory**
- N - Needs improvement**
- U - Unsatisfactory**

Academic Achievement Indicators

Each academic standard is marked with a number that corresponds to a specific definition of performance

- 4 - Thorough Understanding and Application of:**
grade level concept skills, complete Understanding, strong independent performance
- 3 - Adequate Understanding and Application of:**
of grade level concept skills, sufficient independent understanding
- 2 - Partial Understanding and Application of:**
grade level concept skills, beginning to grasp concepts/skills
- 1 - Minimal Understanding and Application of:**
concept skills that have been introduced
- NE - No Evidence of Understanding or Application of:**
concept skills that have been introduced
- N/A or Gray Shading - Not Yet Introduced or Assessed**

Learner Behavior		Q1	S1	Q3	S2
LB	Learner Behavior				
SDL	Self Directed Learner				
SDL.1*	Works independently	E	E	E	E
SDL.2*	Asks for help when needed	E	E	E	E
SDL.3*	Organizes workplace	E	E	E	E
SDL.4*	Uses materials properly	E	E	E	G
SDL.5*	Uses time wisely	E	E	E	E
SDL.6*	Follows school/classroom rules and directions	G	G	G	E
CC	Community Contributor				
CC.1*	Demonstrates empathy for others		E	E	E
CC.2*	Shows respect and appropriate behaviors in all areas of the school community		G	E	E
CC.3*	Collaborates productively with others		E	E	E
QP	Quality Producer				
QP.1*	Work quality demonstrates the individual's best effort				E
QP.2*	Completes work neatly		E		E
QP.3*	Works and monitors progress toward learning goals				E
Teacher Comments:					
XXXX has been such a pleasure to have in class. He is kind and empathetic. He has grown a lot since the beginning of the year. and is making excellent progress in his learning of standards this year. He always has a positive attitude and puts forth a sincere effort. I will miss having him in my class. Have a great summer.					

Language Arts 2		Q1	S1	Q3	S2
RI.2	Reading: Informational Text				
RI.2.1*	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	1	1	3	2
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text	1	1	2	1
RI.2.4*	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area			2	1
RI.2.9*	Compare and contrast the most important points presented by two texts on the same topic				
RI.2.10*	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range		2	3	2
RL.2	Reading: Literature				
RL.2.1*	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text		1	2	1
RL.2.2*	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral		1	2	1
RL.2.4*	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song				2
RL.2.10*	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range		2	3	2
RF.2	Reading: Foundational Skills				
RF.2.3*	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text		1	2	2
RF.2.4*	Read with sufficient accuracy and fluency to support comprehension		3	3	4
W.2	Writing				
W.2.1*	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section				2
W.2.2*	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	1	1	1	1
W.2.3*	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure			4	4
W.2.8*	Recall information from experiences or gather information from provided sources to answer a question		2	2	2
L.2	Language				
L.2.6*	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)		2	3	2
SL.2	Speaking & Listening				
SL.2.1*	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.			3	4

Mathematics 2 		Q1	S1	Q3	S2
2.OA	Operations and Algebraic Thinking				
2.OA.1*	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions	2	2	2	2
2.OA.2*	Fluently add and subtract within 20 using mental strategies.	3	3	3	3
2.OA.2.1*	Know from memory all sums of two one-digit numbers				
2.OA.4*	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.				1
2.NBT	Number and Operations in Base Ten				
2.NBT.1*	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones			3	3
2.NBT.3*	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form			2	2
2.NBT.4*	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons			3	3
2.NBT.5*	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	1	2	2	2
2.NBT.7*	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds			1	1
2.NBT.8*	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900			4	4
2.NBT.9*	Explain why addition and subtraction strategies work, using place value and the properties of operations	2	1	2	2
2.MD	Measurement and Data				
2.MD.1*	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes				3
2.MD.5*	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units				1
2.MD.7*	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time		1	1	1
2.MD.10*	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph	1	1	1	1
2.G	Geometry				
2.G.1*	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes				3
2.G.3*	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape				2

Social Studies 2 		Q1	S1	Q3	S2
HSS.2	History-Social Science: People Who Make a Difference				
HSS.2.0*	Students demonstrate/apply knowledge of grade level Social Studies content			3	3

Science 2 		Q1	S1	Q3	S2
SEP	Using the Disciplinary Core Ideas & Cross Cutting Concepts students demonstrate proficiency in the following Science and Engineering Practices				
SEP.2*	Developing and using models	2	2	4	4
SEP.3*	Planning and carrying out investigations	2	2	4	4
SEP.6*	Constructing explanations and designing solutions			2	3
SEP.7*	Engaging in argument from evidence			2	3

Physical Education 2 		Q1	S1	Q3	S2
PE.6*	Demonstrates the skills and concepts of physical education			G	G
PE.7*	Shows respect and appropriate behaviors			G	G

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English Language Development 2 		Q1	S1	Q3	S2
P1*	Interacting in Meaningful Ways	2	2	3	4
P2*	Learning About How English Works	2	2	3	3