

## Grade 2 Report Card Parent Guide

**Dear Parents/Guardians,**

As Singapore American School (SAS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as we adopt rigorous standards for what every child should know and be able to do in each subject area and grade level. These standards set high expectations for students, staff, and schools. Achieving these standards requires continuous progress monitoring and providing targeted support as needed.

Like teachers, parents need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations--to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. SAS has studied the use of a standards based report card for elementary students and believes this is a positive step in better communicating grade-level expectations for student learning. The report card provides valuable information on your student's performance to the standards. The report card also provides information on your child's learning behaviors - work habits, behavior, and effort.

The standards based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all SAS students. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success helps ensure that your child receives additional support—at home and school—when needed.

This Parent Guide provides information about the report card, including additional background information, a description of proficiency levels, a sample report card, and further detail on the content area standards included on the report card. We hope you will find the Parent Guide and the standards based report card system helpful. Please feel free to us if you have questions or concerns.

Sincerely,

David Hoss

Elementary School Principal

Jennifer Sparrow

Executive Director of Teaching & Learning

## Components of a Standards-Based System

There are four essential components of a standards-based teaching, learning, assessment, and reporting system:

The **Content Standards** describe what a student should know and be able to do at a given grade level.

A teacher uses **Assessments** to measure learning and the extent to which a student has met the grade level content standards.



The standards-based **Curriculum** is a roadmap a teacher uses to ensure that instruction targets the content standards.

The standards-based **Report Card** allows a teacher to communicate accurately a student's progress towards meeting content standards at specific points

## Definitions of Proficiency Levels

Students are evaluated based on expected progress at that particular point in the school year. In other words, students who receive "S" or "Secure" are performing at the level expected for their grade at that point in the school year.

Proficiency levels for academic standards are defined as follows:

**S** - SECURE- Student consistently demonstrates understanding of concepts and skills. Student meets the grade level expectations.

**P** - PROGRESSING- Student demonstrates growing understanding of concepts and skills. Student is beginning to or inconsistently meets grade level expectations.

**C** - CONCERN- Student demonstrates significant difficulty in understanding the concepts and/or skill. Student is consistently below grade level expectations even with support services.

Proficiency levels for learning behaviors are defined as follows:

**3** - Student meets the behavioral expectation(s).

**2** - Student inconsistently meets the behavioral expectation(s).

**1** - Student seldom demonstrates the behavioral expectation(s).

Proficiency levels for World Language are described in an addendum attached to your child's report card, the Interpersonal Oral and Interpretive Reading Score Descriptions.

Teachers may also indicate NA or NOT ASSESSED if the standard was not assessed during the semester.

## Students Receiving ESOL, Math Resource, RLA Resource, and/or Speech and Language Therapy Services

All students are graded according to grade level standards, in line with their peers, on the grade level report card. Proficiency levels given on the Standards-based Report Card are based on expectations for that grade level. For students receiving a support service, the following applies:

- **ESOL:** ESOL teacher will complete the RLA section of the report card for assigned students and will complete an additional report.
- **RLA Resource:** Homeroom teacher, in consultation with the RLA Resource teacher, will complete the RLA section. The RLA Resource teacher will complete an additional report.
- **Math Resource, Grades 3-5:** Math Resource teacher completes the math section of the report card for assigned students and will complete an additional report.
- **GATE MATH:** GATE Math teacher will complete a separate report.
- **Speech and Language Therapy:** Homeroom teacher will complete RLA section. An additional will not be included with the report card.

Like grade level report cards, supplementary reports described above will be sent to parents by email. Each report will be delivered in a separate email message.

### Sample Report Card

Scores received reflect the degree to which students met grade level expectations for that point of the year.

Students are evaluated based on expected progress at the indicated point in the school year. For example, students who receive a "5" for S1 are secure and are meeting the grade level expectations at the end of the first semester. Expectations for the second semester may be the same or may require a higher level of understanding or skill. To see the specific grade level expectations, please visit: [Http://www.sas.edu.sg](http://www.sas.edu.sg).

Comments from the Homeroom, Art, Music, Physical Education, and World Language teachers will be found on pages two and three of the report card.

Semester 1 is from August to December. Semester 2 is from January to June.

S1 = Semester 1  
S2 = Semester 2

Academic Achievement Key	
S	<b>SECURE</b> - Student consistently demonstrates understanding of concepts and skills. Student meets the grade level expectations.
P	<b>PROGRESSING</b> - Student demonstrates growing understanding of concepts and skills. Student is beginning to or inconsistently meets grade level expectations.
C	<b>CONCERN</b> - Student demonstrates significant difficulty in understanding the concepts and / or skills. Student is consistently below grade level expectations even with support services.
NA	<b>NOT ASSESSED</b> - Standard was not assessed during the semester.
Learning Behaviors	
3	Student meets the behavioral expectation(s).
2	Student inconsistently meets the behavioral expectation(s).
1	Student seldom demonstrates the behavioral expectation(s).

The lines shaded gray are headings and students will not receive scores on these lines.

CORE CLASSROOM		
	S1	S2
<b>Reading Language Arts</b>		
Reading Level		
Reading Comprehension: Literature		
Reading Comprehension: Informational Text		
Reading Foundational Skills & Reading Behaviors		
Writing Different Genres (Text Types and Purposes)		
Writing Process (Production & Distribution of Writing)		
Writing Behaviors		
Listening and Speaking Skills		
Language Skills (Conventions & Vocabulary)		
<b>Math</b>		
Numbers & Numeration		
Operations & Computations		
Data		
Measurement & Reference Frames		
Patterns, Function, & Algebra		
Geometry		
Math Behaviors		
<b>Science</b>		
Mixtures and Solutions (Physical Science)		
Nature of Science (Science Skills)		
<b>Social Studies</b>		
History: Applies Historical Thinking		
Geography: Applies a Spatial Perspective		
Civics: Applies Understanding of Rights and Responsibilities		
Economics: Applies Understanding of Economic Concepts		
<b>Learning Behaviors</b>		
Attempts what is required, even when feeling frustrated		
Remains focused during teacher- and self-directed activities		
Uses time productively when working individually or with peers		
Contributes appropriately to partner, small group, and class activities		
Uses a system for organizing papers and materials		
Completes tasks and homework on time		
Follows oral and written directions		
Uses feedback and reflection to improve		
Seeks help when necessary		

SUPPORT PROVIDED		
	S1	S2
RLA Resource*		
Math Resource*		
ESOL*		
G.A.T.E Math*		
Speech/ Language		
*Please see attached report.		
SPECIALIST CLASSES		
	S1	S2
<b>Art (Teacher: Laurie Thompson )</b>		
Applies Media, Techniques and Processes		
Understands Art Concepts, Elements and Principles		
Learning Behaviors		
<b>Music (Teacher: Simon Gustafson )</b>		
Music Skills and Techniques		
Understands Music Concepts		
Learning Behaviors		
<b>Physical Education (Jasper Lawrence ) Aquatics (Meredith Bell )</b>		
Demonstrates Motor Skills & Movement Patterns		
Understands and Applies PE Concepts and Strategies		
Demonstrates Cooperative Skills in the PE Environment		
Learning Behaviors		
<b>Science Lab (Teacher: John Kimzey )</b>		
Living Systems (Life Science)	5	
Landforms (Earth Science)	NA	
Nature of Science (Science Skills)	5	
Learning Behaviors	3	
<b>Chinese Level 1 (Teacher: Monica Finley )</b>		
Interpersonal (oral)		
Interpretive (listening comprehension)		
Interpretive (reading comprehension)		
Presentational (Speaking)		
Presentational (writing)		
Cultural Understanding		
Learning Behaviors		

Additional reports and/or comments will be attached for students receiving RLA Resource, math Resource, ESOL, and/or GATE Math services.

Academic content will receive S, P, or C. If the standard was not assessed, teachers will put a NA. Learning Behaviors will receive 3, 2, or 1.

## Grade Level Explanation

Standards are different for each content area and for each grade level. Each standard that is assigned a score on the standards-based report card is broken down into the components that a teacher considers when instructing, assessing and assigning a proficiency level to your child's performance. Compare each content area chart to the corresponding content area of the report card to understand your child's specific strengths and weaknesses. If you have questions specific to your child, please contact his or her teacher.

In grade 2 reading, students continue learning the fundamentals of reading. Their skill level increases as they apply word attack and comprehension strategies to read different texts. By the end of Grade 2, students are expected to be able to read books with increasingly difficult text. Students continue to express themselves in writing. They improve listening and oral communication skills and continue exploring new topics by researching. Students add to their vocabulary and learn to write using correct capital letters and punctuation marks. Students focus on four critical areas in math: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. In science, students continue the process of scientific discovery and observation of the world around them through the study of insects and plants (homeroom class), pebbles, sand, and silt (science lab) and engineering (science lab). Students in grade 2 social studies explore their diverse Asian community culminating with a research project.

Reading Language Arts	
Reading Level	<p>Reading level is determined by a student's ability to independently read grade level text. Elements assessed include accuracy, rate (speed), and literal comprehension (answering questions found in the text) and inferential comprehension ("reading between the lines").</p> <p>Note: To provide greater specificity on your child's reading ability, teachers may mark the reading standards independently of each other. If a student receives a "Progressing" or "Concern" for reading level, teachers will ask him or her to demonstrate comprehension of grade-level text through shared reading or after having a grade-level text read aloud to them. This will allow them to determine whether the struggle to read at grade level is because of difficulty with comprehension skills (Reading Comprehension: Literature and/or Reading Comprehension: Informational Text), decoding and fluency skills (Reading Foundational Skills) or both. This means that a student who receives a "P" or "C" for Reading Level might receive a "S" for Comprehension or Foundational Skills, providing you with a clearer picture of where attention and/or support needs to be given.</p>
Reading Comprehension: Literature	<p>Literature includes stories as well as poetry.</p> <ul style="list-style-type: none"> <li>• Key ideas and details (e.g., ask and answer questions about key details; describe how characters in a story respond to major events and challenges)</li> <li>• Craft and structure (e.g., describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action; acknowledge differences in the points of view of characters)</li> <li>• Integration of knowledge and ideas (e.g., use illustrations and details in a story to demonstrate understanding)</li> </ul>
Reading Comprehension: Informational Text	<p>Informational text includes Literary Nonfiction and Historical, Scientific, and Technical Texts.</p> <ul style="list-style-type: none"> <li>• Key ideas and details (e.g., ask and answer questions such as who, what, where, when, why, and how; identify the main topic)</li> <li>• Craft and structure (e.g., know and use various text features like captions, bold print; identify the main purpose of a text)</li> <li>• Integration of knowledge and ideas (e.g., explain how specific images contribute to and clarify a text; describe how reasons support specific points an author makes)</li> </ul>
Reading Foundational Skills and Reading Behaviors	<ul style="list-style-type: none"> <li>• Phonics &amp; Word Recognition (i.e., know and apply grade-level phonics and word analysis skills in decoding words)</li> <li>• Fluency (i.e., read with sufficient accuracy and fluency to support comprehension)</li> <li>• Effective Reading Behaviors (e.g., continue to use strategies to select "just right" books; read for an increasingly longer period of time; read independently and collaboratively for a variety of purposes)</li> </ul>

## Reading Language Arts (continued)

Writing Different Genres (Text Types and Purposes)	<ul style="list-style-type: none"> <li>• Write opinion pieces in which students introduce the topic, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section</li> <li>• Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section · Write narratives in which students recount a well elaborated event, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</li> <li>• Research to build and present knowledge</li> </ul>
Writing Processes (Production & Distribution of Writing)	<ul style="list-style-type: none"> <li>• With guidance and support, focus on a topic and strengthen writing as needed by revising and editing</li> </ul>
Writing Behaviors	<ul style="list-style-type: none"> <li>• See self as writer</li> <li>• Reflect on and self-assess writing</li> <li>• Write for an increasingly longer period of time</li> <li>• Begin to develop strategies for organizing writing pieces</li> </ul>
Listening & Speaking	<ul style="list-style-type: none"> <li>• Comprehension and collaboration (e.g., participate in collaborative conversations (one-on-one, in groups, and teacher-led) with diverse partners on grade 2 topics and texts, following agreed upon rules for discussion; ask and answer questions about information from a speaker)</li> <li>• Presentation of knowledge and ideas (e.g., tell a story or recount an experience with appropriate facts and relevant, descriptive details)</li> </ul>
Language Skills (Conventions & Grammar)	<ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g., use collective nouns; form and use the past tense of frequently occurring irregular verbs)</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (e.g., capitalize holidays, product names, and geographic names; use an apostrophe to form contractions and frequently occurring possessives)</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words based on grade 2 reading and context, choosing from an array of strategies</li> <li>• Use words and phrases acquired through conversations, reading, and being read to</li> </ul>

## Math

Operations & Algebraic Thinking	<ul style="list-style-type: none"> <li>• Represent and solve problems involving addition and subtraction</li> <li>• Add and subtract within 20</li> <li>• Work with equal groups of objects to gain foundations for multiplication</li> </ul>
Numbers & Operations in Base 10	<ul style="list-style-type: none"> <li>• Understand place value</li> <li>• Use place value understanding and properties of operations to add and subtract</li> </ul>
Measurement & Data	<ul style="list-style-type: none"> <li>• Measure and estimate lengths in standard units</li> <li>• Relate addition and subtraction to length</li> <li>• Work with time and money</li> <li>• Represent and interpret data</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Reason with shapes and their attributes</li> </ul>

Science	
Insects and Plants (Life Science)	<ul style="list-style-type: none"> <li>• Know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another</li> <li>• Know the sequential stages of life cycles are different for different animals, such as butterflies</li> <li>• Know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment</li> <li>• Know there is variation among individuals of one kind within a population</li> <li>• Know light or environmental stress can affect the germination, growth, and development of plants</li> <li>• Know flowers and fruits are associated with reproduction in plants</li> </ul>
Science Skills	<ul style="list-style-type: none"> <li>• Make predictions based on observed patterns and not random guessing</li> <li>• Compare and sort common objects according to two or more physical attributes</li> <li>• Write or draw descriptions of a sequence of steps, events, and observations</li> <li>• Follow oral instructions for a scientific investigation</li> </ul>
Social Studies	
History: Applies Historical Thinking	<ul style="list-style-type: none"> <li>• Understand historical chronology and the concepts of time, continuity, and change (e.g., understand that Asian communities can change over time)</li> <li>• Understand there are multiple perspectives (e.g., understand that history can be passed on through beliefs, legends and folklore; understand that the same event or them can be retold differently)</li> <li>• Use history to understand the present (e.g., identify similarities and differences between past and present communities in Asia)</li> </ul>
Geography: Applies a Spatial Perspective	<ul style="list-style-type: none"> <li>• Understand location, physical and cultural characteristics of places and how these are represented spatially (e.g., knows that maps and their symbols can answer questions about the location and physical features of Asia; identify the major Asian countries)</li> <li>• Understand human interaction with the environment (e.g., understand that how people live in Asia is influenced by their environment)</li> <li>• Understand the geographic context of global issues and events (e.g., understand the connection between self and people and events in Asia)</li> </ul>
Civics: Applies Understanding of Rights and Responsibilities	<ul style="list-style-type: none"> <li>• Understand key civic ideals and principles and roles, rights and responsibilities of citizenship (e.g., understand the responsibilities of members of local communities have toward others in the community)</li> <li>• Understand the purposes, organization, and function of rules, laws, governments and political systems (e.g., understand the purpose and expectations of various school rules)</li> <li>• Understand civic involvement (e.g. understand that individuals make the community a better place by actions that help others)</li> </ul>
Economics: Understands People and Environments are Economically Interdependent	<ul style="list-style-type: none"> <li>• Understand that people have to make economic choices and evaluate the consequences of those choices (e.g., knows the physical needs we must all meet to survive; understand that cultural values can affect economic choices)</li> <li>• Understand concepts and function of economic system (e.g., understand the role and features of money; understand the roles of markets and stores)</li> <li>• Understand the economic issues and problems that all societies face (e.g., understand that not all people in a community can satisfy their basic physical needs)</li> </ul>