

Our Mission

In partnership with students, family and community,
we educate every student for the challenges of today
and the opportunities of tomorrow
through the continuous pursuit of excellence.

To the Parent or Guardian of
Student Name
123 Main Street
Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher

Work Habits	
Listens to and follows directions.	
Takes care of materials.	
Works independently.	
Completes tasks in a timely manner.	
Asks for help when needed.	
Exhibits eagerness and motivation as a learner.	
of 6 Standards have been learned to proficiency.	

Social Emotional Development	
1A.1a Recognizes own emotions and how emotions can impact behavior.	
1A.1b Uses calming down techniques to control impulsive behavior and anger.	
2A.1a Recognizes others may have different feelings about situations.	
2A.1b Listens to others to identify their feelings.	
2C.1a Works and plays well with others.	
2C.1b Shows appropriate social and classroom behavior.	
2D.1a Identifies problems and conflicts.	
2D.1b Applies problem solving steps to constructively resolve problems and conflicts.	
3A.1a Explains/understands hurting others is wrong.	
3B.1b Makes positive choices.	
3C.1a Contributes to the well-being of the class and school environment.	
of 11 Standards have been learned to proficiency.	

Classroom Teacher

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.	
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
of 2 Standards have been learned to proficiency.	

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.	
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
of 2 Standards have been learned to proficiency.	

Reading: Foundational Skills	
RF.2.3.A. Distinguish long and short vowels when reading regularly spelled one-syllable words.	
RF.2.3.B. Know spelling-sound correspondences for additional common vowel teams.	
RF.2.3.C. Decode regularly spelled two-syllable words with long vowels.	
RF.2.3.D. Decode words with common prefixes and suffixes.	
RF.2.3.E. Identify words with inconsistent but common spelling-sound correspondences.	
RF.2.3.F. Recognize and read grade-appropriate irregularly spelled words.	
RF.2.4.A. Read grade-level text with purpose and understanding.	
RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.	
RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
of 9 Standards have been learned to proficiency.	

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 conclusion.	
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.	
of 2 Standards have been learned to proficiency.	

Speaking and 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.	
of 1 Standards have been learned to proficiency.	

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Language	
L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	
L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.	
L.2.2.A. Capitalize holidays, product names, and geographic names.	
L.2.2.B. Use commas in greetings and closings of letters.	
L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.	
L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).	
of 6 Standards have been learned to proficiency.	

Measurement and Data	
2.MD.1 Measure length selecting and using appropriate tools.	
2.MD.2 Measure length of an object twice with 2 different units to compare unit relationships.	
2.MD.3 Estimate lengths in inches, feet, cm and m.	
2.MD.4 Measure to compare lengths of 2 different objects.	
2.MD.5 Add and subtract within 100 to solve word problems involving length.	
2.MD.6 Represent whole numbers as lengths on a number line diagram and whole number sums and differences on the number line diagram.	
of 6 Standards have been learned to proficiency.	

Classroom Teacher

Operations and Algebraic Thinking	
2.OA.1 Solve problems with unknowns in all 3 locations for adding to, taking from, putting together, taking apart, and comparing.	
2.OA.2 Fluently add and subtract within 20.	
2.OA.3 Compare groups -- even and odd.	
2.OA.4 Use addition to find the total number of objects in rectangular arrays and write addition equations with equal addends.	
of 4 Standards have been learned to proficiency.	

Number in Base Ten	
2.NBT.1 Understand the value of digits in a 3 digit number.	
2.NBT.2 Count within 1000 by 5s, 10s, and 100s.	
2.NBT.3 Read and write numbers to 1000 using numerals, names and expanded form.	
2.NBT.4 Compare two 3-digit numbers using <, > and = symbols.	
2.NBT.5 Fluently add and subtract within 100.	
2.NBT.6 Add up to four 2-digit numbers.	
2.NBT.7 Add and subtract within 1000 using manipulatives, pictures and words.	
2.NBT.8 Mentally add 10 or 100 to a given number between 100 - 900 and subtract 10 or 100 from a number 100 - 900.	
2.NBT.9 Explain why addition and subtraction strategies work using words and objects or pictures.	
of 9 Standards have been learned to proficiency.	

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Classroom Teacher	
Spanish	
Student can respond to questions with complete sentences using present tense with high frequency verbs in present tense. Verbs to be defined.	
Student can identify high frequency words.	
Student can write familiar words and phrases.	
Student can respond in complete sentences to simple spoken questions and directions.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher					
Science					
Classify living things into groups according to characteristics.					
Describes the needs of plants.					
Describes the needs of animals.					
Identifies Earth's resources.					
Describes principles of force and motion.					
Identifies objects in the solar system.					
of 6 Standards have been learned to proficiency.					

Classroom Teacher	
Art	
Experiment with various materials and tools to explore personal interests in a work of art or design.	
Discuss and reflect with peers about choices made in creating artwork.	
Use learned art vocabulary to express preferences about artwork.	
Create works of art about events in home, school, or community life.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher					
Social Science					
Demonstrates understanding of appropriate internet usage.					
Compares and contrasts different economic systems.					
Identifies the branches and structures of the local, state and national governments.					
Compares and contrasts historical timelines as they relate to the concept of time (past, present and future).					
Compares cultures around the world and their contributions to society.					
Identifies on a map/globe the continents, cardinal directions and major oceans.					
Describes natural resources, renewable and nonrenewable uses.					
of 7 Standards have been learned to proficiency.					

Classroom Teacher	
Music	
Demonstrate expressive qualities (tempo, dynamics, pitch, beat).	
Identify sound sources (instruments, voices, environmental sounds).	
Identify musical symbols.	
Perform and listen to a variety of music.	
of 4 Standards have been learned to proficiency.	

Classroom Teacher	
Physical Education	
Demonstrates fitness in cardio respiratory endurance (jog continuously).	
Demonstrates fitness in muscular endurance (abdominal crunches).	
Demonstrates fitness in muscular strength (push-up hold).	
Demonstrates fitness in flexibility (sit and reach).	
of 4 Standards have been learned to proficiency.	

**Jones Farrar Magnet School
2nd Grade Report Card 2016-17**

School, Principal
Homeroom, Teacher

ATTENDANCE:	1	2	3	4	Total
Absences	1.5	0.0	0.0	0.0	1.5
Tardies	1.0	0.0	0.0	0.0	1.0
Average Daily Attendance Rate					95.71 %

Interpreting your child's report card:

In our efforts to ensure grades have more meaning, Freeport School District is transitioning from a traditional reporting system based on letter grades to a standards-based reporting system that articulates clearly what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/Language Arts and math expectations or student learner outcomes, which are based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

- 4 Exceeds -- Documented evidence student consistently applies the attained content, concepts and skills to complex problems and novel situations
- 3 Proficient -- Documented evidence student attained expected content, concepts and skills
- 2 Progressing -- Documented evidence student is moving toward attaining content, concepts and skills
- 1 Needs to Improve -- Little to no progress toward attaining content, concepts and skills

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.