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| **Blair-Taylor Elementary**  **& SoSET Charter Schools Report Card** |

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| ***Standards-Based Report Card Meets Common Core State Standards*** |
| |  |  |  | | --- | --- | --- | | The report card is a tool that helps us communicate how well a child is learning the standards that are being taught.  Blair-Taylor Elementary School and SoSET Charter schools use a **Standards-Based Report Card** to communicate how well students are learning specific learning outcomes related to standards. In this type of report card, there is no single “grade” for a subject, like reading, as is traditionally generated by [averaging](http://www.sumner.wednet.edu/studentfamilyservices/academics/pdf/evaluatinggradingpractices.pdf) or combining multiple scores across the duration of a grading period. Unlike traditional grade reports, standards-based grading measures students’ knowledge of grade-level content by reporting the most recent, consistent level of performance.  Students learn and grow at different paces. Therefore, if a child learns at a different pace than others, he or she is not penalized in a standards-based grading system by lower scores in the beginning of the year, which is what happens when grades are averaged. The important thing is not how fast a child learns a new concept but rather that he or she did learn it. | Standards-based grading allows students, parents and teachers to all have the same information about what a child has learned and what he or she needs to learn.  The Standards-Based Report Card includes information about how a child is performing on a given set of standards. Most states in the country, including Wisconsin, adopted a set of standards for both language arts and mathematics known as the **Common Core State Standards**. They define what children need to know and be able to do at the end of each grade level in order to be ready for a career or for college by the time they graduate from high school.  For more information about the Common Core State Standards, go to <http://www.corestandards.org/>.  Blair-Taylor Elementary and SoSET Charter School report cards include all of the Common Core State Standards at each grade level. Because these are end-of-the-year learning objectives, not all the standards will be assessed in the beginning of the year as children are just being introduce to the skills. | Teachers will assess and give feedback on a child’s degree of mastery of the standards that have been taught. They will continue to work with children throughout the year to help all children master all standards. Parents are encouraged to talk to their child’s teacher regarding any skills that have been reported but not mastered to help their child master all skills by the end of the year and be ready for the following school year.    Beginning in the 2014-15 school year, a new assessment tool will be used to evaluate how well students are acquiring the learning targets identified in the Common Core State Standards. It is called **Smarter Balanced** assessment and will replace the current WKCE assessment. It will measure current student achievement and growth across time, showing progress toward college and career readiness.  <http://www.smarterbalanced.org/parents-students/> | |

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| **I Can Learn!** | **Show What I Know** |
| |  |  | | --- | --- | | Direct communication with your child’s teacher is the best way to learn what your child knows and what he or she need to learn. In addition to receiving information about your child’s learning by talking to the teacher, we have designed a report card that we hope will provide you with detailed information about your child’s learning and give you a tool you can use to help you talk to your child about his or her learning. | To help clarify the learning required for each standard, the report card uses “I Can Statements.” For example, for the kindergarten math standard “Counts to 100 by tens and ones,” there are two “I Can Statements” - “I can count to 100 by ones” and “I can count to 100 by tens.” The letters and numbers that follow the “I Can Statements” on the report card indicate the standard from which the statement was written. The standard noted above is standard K.CC.1 - Kindergarten, Counting and Cardinality, first standard. | | |  | | --- | | The degree to which a child has mastered each standard or “I Can Statement” is indicated through the following child and parent-friendly scale:  Y = **Yes**, I can do this skill all or most of the time.  IP = **In progress,** I am working on mastering this skill.    N = **Not yet**, I am performing at a beginning or introductory level on this skill. | |

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| **Learning Fun at Home** |
| Below are some ideas for things you can do with your child at home to help him or her learn and grow. Please talk to your child’s teacher about other, more specific activities you can do at home to help your child learn things that are challenging for him or her. |
| |  | | --- | | 1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.  2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.  3. Ask your child to think about what the main message of a story may be or what big ideas he or she learned from an informational book or article.  4. Look for opportunities in everyday places to build your child’s vocabulary. Provide information and/or illustrations about that term or concept.  5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries, including the Blair and Taylor libraries, have book clubs and family activities that make reading fun for the entire family.  6. Use technology to help build your child’s interest in reading. There are several websites where students can read books or articles online. The IPad will help with words the student cannot read independently. | |

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| **What Students are Expected to Know and be Able to do by the End of**  **2nd Grade** |
| Below are the learning objectives written as “I Can Statements” that your child needs to know and be able to do by the end of the school year. The state adopted Common Core State Standards have given us direction for the English/language arts and mathematics standards. State standards in all other areas have guided the development of “I Can Statements” for those areas. **To view the complete standards, go to http://standards.dpi.wi.gov/.** |
| |  |  | | --- | --- | | **English/Language Arts**  I work hard to learn to read and write.  I can tell who, what, where, when, why and how after reading stories. RL.2.1  I can retell a story. RL.2.2  I can tell how characters in a story respond to parts in a story. RL.2.3  I can understand how words in a story can sound like music. RL.2.4  I can find and understand the beginning, middle and end of a story. RL.2.5  I can tell about the points of view of different characters. RL.2.6  I can use words and pictures to help me tell about the characters, setting and plot. RL.2.7  I can compare and contrast ways of telling the same story. RL.2.9  I can read and understand second grade fiction. RL.2.10  I can tell who, what, where, when, why and how after reading nonfiction. RI.2.1  I can find the main idea in a section of nonfiction. RI.2.2  I can tell how events in history are connected. RI.2.3  I can understand science steps and ideas in nonfiction. RI.2.3  I can understand words in nonfiction. RI.2.4  I can use text features to help me understand nonfiction. RI.2.5  I can understand what the author is trying to teach me. RI.2.6  I can use diagrams and pictures to help me understand nonfiction. RI.2.7  I can find reasons to support the main idea of nonfiction. RI.2.8  I can compare and contrast the main idea of two nonfiction texts. RI.2.9  I can read and understand second grade nonfiction. RI.2.10  I know the difference between long and short vowels. RF.2.3  I can read second grade words. RF.2.3  I can read prefixes and suffixes. RF.2.3  I know how to spell second grade words. RF.2.3  I can use apostrophes in possessives. L.2.2  I can use spelling patterns when writing words. L.2.2  I can use a dictionary to check and correct spelling. L.2.2  I can write, speak, read and listen by using what I know. L.2.3  I can compare formal and informal uses of English. L.2.3  I can use context clues to help me understand new words. L.2.4  I can use prefixes to help me learn new words. L.2.4  I can use root words to help me learn new words. L.2.4  I can use small words to help me learn compound words.  L.2.4  I can use dictionaries and glossaries to help me understand new words. L.2.4  I can use my senses, like seeing and hearing, to me describe things. L.2.5  I can tell the difference between similar verbs. L.2.5  I can use adjectives to describe nouns. L.2.6  I can use adverbs to describe verbs. L.2.6  **Mathematics**  I work hard to learn math.  I can use strategies to solve addition word problems. 2.OA.1  I can use strategies to solve subtraction word problems. 2.OA.1  I know my addition facts. 2.OA.2  I know my subtraction facts. 2.OA.2  I can group objects to tell if a number is odd or even. 2.OA.3  I can use repeated addition to help me understand multiplication. 2.OA.4  I can understand and use hundreds, tens and ones. 2.NBT.1  I can count to 1,000 using 1s, 5s, 10s and 100s. 2.NBT.2  I can read and write numbers to 1,000 in different ways. 2.NBT.3  I can compare three-digit numbers using <, =, and >. 2.NBT.4  I can add and subtract three-digit numbers. 2.NBT.5  I can add more than two big numbers. 2.NBT.6  I can add and subtract with regrouping. 2.NBT.7  I can add and subtract tens and hundreds in my head. 2.NBT.8  I can explain why I need to use addition or subtraction to help me solve problems. 2.NBT.9  I can use different tools to measure objects. 2.MD.1  I can compare the length of an object using two different units of measurement. 2.MD.2 | I can read with expression. RF.2.4  I can read accurately. RF.2.4  I can reread to understand what words mean. RF.2.4  I can write to persuade. W.2.1  I can write to teach. W.2.2  I can write to tell a story. W.2.3  I can revise and edit my writing. W.2.5  I can publish my writing. W.2.6  I can record what I find when reading. W.2.7  I can work with a partner to research. W.2.7  I can record science observations. W.2.7  I can remember what I have been taught to answer a question. W.2.8  I can interview people to answer a question. W.2.8  I can follow rules for discussions. SL.2.1  I can participate in conversations with others. SL.2.1  I can ask questions during discussions. SL.2.1  I can tell about the key ideas and details after I listen or read. SL.2.2  I can ask and answer a question about what a speaker says. SL.2.3  I can tell a story aloud. SL.2.4  I can record what I am reading out loud. SL.2.5  I can draw to share what I am reading or have done. SL.2.5  I can answer questions out loud in complete sentences. SL.2.6  I can use collective nouns. L.2.1  I can use plural nouns. L.2.1  I can use reflexive pronouns. L.2.1  I can use irregular verbs. L.2.1  I can use adjectives and adverbs correctly. L.2.1  I can write complete second grade sentences. L.2.1  I can join two sentences together (compound sentences.) L.2.1  I can capitalize proper nouns. L.2.2  I can use commas in greetings and closings of letters. L.2.2  I can use apostrophes in contractions. L.2.2  I can estimate the lengths of objects. 2.MD.3  I can compare the length of two different objects. 2.MD.4  I can use addition and subtraction to solve measurement problems. 2.MD.5  I can make and use a number line. 2.MD.6  I can tell time to five minutes. 2.MD.7  I can understand a.m. and p.m. 2.MD.7  I can count money to help me solve word problems. 2.MD.8  I can make a table to organize data. 2.MD.9  I can use a table to make a line plot. 2.MD.9  I can make a graph. 2.MD.10  I can name and draw shapes. 2.G.1  I can find the area of a rectangle. 2.G.2  I can divide shapes into equal parts. 2.G.3  I can use fractions to describe the equal parts of a shape. 2.G.3 | |

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| |  |  | | --- | --- | | **Science**  I work hard to learn about science.  I demonstrate knowledge of vocabulary and concepts in life science.  I demonstrate knowledge of vocabulary and concepts in physical science.  I demonstrate knowledge of vocabulary and concepts in earth science. | **Social Studies**  I work hard to learn social studies.  I demonstrate map skills appropriate for my grade level.  I demonstrate knowledge of social studies vocabulary and concepts that are appropriate for my grade level. | |

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| **Art** |  |
| |  | | --- | | I can name the three different directional lines: horizontal, vertical, diagonal.  I can create at least 8 different types of line.  I can identify at least 10 different shapes.  I can create at least 6 different shapes.  I can identify and create many different types of pattern.  I can use tools used in art effectively for grade level, such as; scissors, glue, pencil, crayon, paint, and other types of art mediums.  I can return things to where they belong when I'm done using them. | | |  | | --- | | I can clean up after myself when I make a mess.  I can be respectful of myself and others, including the teachers, at all times in the art room. | |

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| **Music** |  |
| |  | | --- | | I can identify musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.  I can demonstrate musical expression including dynamics, tempo, articulation and mood appropriate for my grade level.  I can identify rhythm including beat, duration, meter, pattern appropriate for my grade level.  I can demonstrate rhythm including beat, duration, meter, pattern appropriate for my grade level.  I can identify form including phrase form, section form, and composite form appropriate for my grade level.  I can demonstrate form including phrase form, section form, and composite form appropriate for my grade level. | | |  | | --- | | I can identify melody including pitch and direction, tonality, pattern appropriate for my grade level.  I can demonstrate melody including pitch and direction, tonality, pattern appropriate for my grade level.  I can identify timbre including environmental, vocal, instrumental, and electronic appropriate for my grade level.  I can demonstrate timbre including environmental, vocal, instrumental and electronic appropriate for my grade level  I can identify texture and harmony appropriate for my grade level.  I can demonstrate texture and harmony appropriate for my grade level.  I can participate and follow music class expectations. | |

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| **Physical Education** |  |
| |  | | --- | | I can demonstrate skipping skills at a grade appropriate level. (1.A.1)  I can hop at a grade appropriate level. (1.A.1)  I can gallop at a grade appropriate level. (1.A.1)  I can slide at a grade appropriate level. (1.A.1)  I can travel fast and slow using different paths and changing directions using a variety of locomotor skills at a grade appropriate level. (1.A.2)  I can repeat a dance pattern at a grade appropriate level. (1.A.3)  I can perform tumbling activities at a grade appropriate level. ( 1.A.4)  I can throw a ball underhand at a grade appropriate level. (1.B.1)  I can throw a ball overhand at a grade appropriate level. (1.B.2)  I can dribble at a grade appropriate level. (1.B.3)  I can catch at a grade appropriate level. (1.B.3) | | |  | | --- | | I can kick at a grade appropriate level. (1.B.3)  I can strike an object at a grade appropriate level. (1.B.3)  I can jump rope by myself at a grade appropriate level. (1.B.4)  I can jump rope with a partner at a grade appropriate level. (1.B.4)  I can demonstrate long rope jumping skills at a grade appropriate level. (1.B.4)  I can balance at an age appropriate level. (1.C)  I can explain the skills I am learning at a grade appropriate level. (2)  I willingly participate in regular physical activity at a grade appropriate level. (3, 4, 6)  I can participate safely at a grade appropriate level. (5)  I can follow rules at a grade appropriate level. (5)  I can follow procedures at a grade appropriate level. (5)  I can cooperate and be respectful at a grade appropriate level. (5) | |

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| |  |  | | --- | --- | | **Work Habits**  I can respect the rights of others.  I can respect property.  I can follow directions.  I can accept responsibility. | I can work well with others.  I can organize myself, my materials, and my work space.  I can complete work neatly and legibly.  I can complete work on time.  I can use time wisely. | |

