



MODESTO CITY SCHOOLS

Elementary Education

426 Locust Street, Modesto, California 95351-2699
(209) 576-4802 telephone • (209) 569-2748 fax • www.monet.k12.ca.us

TO: **K-6 Principals
Administrators of Pupil and Staff Services K-6
Second Grade Teachers**

FROM: Patricia H. Portwood, Director, Associate Superintendent
Academic Learning Community A

SUBJECT: **SECOND GRADE REPORT CARD GUIDELINES**

Date: June 27, 2008

The following guidelines have been established by second grade teachers and need to be adhered to throughout the school year. The guidelines are reviewed and revised/adjusted at the end of each year. The ☆ areas indicate new/revised guidelines for the 2008-2009 school year.

A. LANGUAGE ARTS

1. Teachers conduct assessments a minimum of **three times a year**.
2. Assessments are placed inside **individual student folders**. The folders are given to the next year's teacher and/or sent to the next school, if known.
3. **Report cards go into the CUMS** -- Nothing Else. Record **"See Report Card"** under the grades/subject side of the CUM Folder.
4. **SFA**: The homeroom teacher will assess his or her own students.
5. **Student assessment papers** have been printed for each site.
6. For all **English Learner** students:
 - Check the EL box on the report card.
 - Fill in the scores for the district assessments (no asterisks).
 - If the student is not meeting benchmarks, they pass to the next grade (according to the law), unless a conference is held with the parent to discuss retention and the parent signs the Grade 1-6 Placement Form, indicating approval to retain.
 - The report card is separate from the district ELD assessments.
7. **If a student arrives less than 15 days** prior to report cards, complete as many assessments as is reasonably possible and use your teacher's judgment. However (for example), if Susie enrolls five days before the first trimester conference, you could contact the parent and schedule the conference for a later date when you have completed all of the assessments.

B. MATH

1. **Second Grade Assessments:**

- ▶ **Math Benchmark Assessments** are administered three times a year. These are an indicator of progress toward CST proficiency. Therefore, there is **no passing score**. Teachers record results on student report cards.
- ▶ The **End-of-the-Year (Final) Assessment** is a cumulative test with a **passing range of 60% or higher**. Teachers record results on the student report cards and circle “pass” or “fail”.
- ▶ **Fact Fluency Assessments** are given at the end of each trimester. The results are recorded on the student report cards (+ = meets standard and ✓ = does not meet standard). The multiplication facts that have been mastered by the student are circled on the third trimester report card. Students must pass all three multiplication timed tests (2, 5, and 10) in order to receive a “+” on the report card.

2. **Classroom Assessments and Classroom Performance**

Use the “+” to indicate the student is working to standard in the Ongoing Classroom Assessments and Classroom Performance sections of the report card. Use ✓ to indicate the student is working below standard in these areas.

C. ASSESSMENT MODIFICATIONS FOR INCOMING/OUTGOING STUDENTS

1. **Assessment modifications** are allowed for new second grade students from out of district who enroll during the last eight weeks of the school year.

ASSESSMENT	SECOND GRADE
READING	Level 28 Text Reading
WRITING	Third Trimester District Writing Assessment (3/3)

→ If the child does not pass the above assessments in **reading and either writing**, they are recommended for retention.

2. **If a child leaves and you have not completed all the assessments**, enter what information you do have on the report card and make a note on the comments section. Also, please send the assessment portfolio to the next school.

D. LANGUAGE ARTS BENCHMARKS/PASSING LEVELS (2008-2009):

1. **Second Grade Text Reading Passing Levels** 📖 **DRA Level 28**
2. **Goals** (especially at Targeted Assistance Schools) 📖 **DRA Levels 34-38**

3. **Word Analysis:** If a student “masters” the Word Analysis assessments with 80% accuracy, DO NOT retest. Write “P” for proficiency on the report card. High frequency is now a diagnostic tool at second grade.

4. **Text Reading:**

- ▶ Beginning at Level 12 in the DRA kit there are several reading passages per level. The variety of passages gives the teacher the opportunity to assess and confirm a child’s level. For example, can the student read an expository passage with the same degree of understanding as a narrative?
- ▶ At second grade, **you may record to Level 30** on the report card. If a student reads above Level 30, record **30+** on the report card. Students must score 70% on the comprehension questions before they can move to the next level. The child reading above Level 28 needs to achieve 80% on the comprehension questions to move to the next level.
- ▶ Teachers need to continue assessment beyond benchmarks to inform instruction and for placement the following year.
- ▶ The purpose of the levels is to indicate progress towards meeting the standards necessary for the next grade level. Teachers should use the comments section to describe a student’s progress in the reading program.
- ▶ Some of the comprehension questions (Levels 20-44) in the DRA kit have been labeled “L” (literal) or “I” (interpretive). The answers to the literal questions are explicit in the text read by the student. The answers to the interpretive questions require students to think about what they have read. Reasonable answers that are justified by the text are acceptable. (See attachment for further explanation.)

5. **Language Arts Benchmark Tests (*Progress Towards CST*)**

- ▶ At second grade, the Benchmark Tests will be given three times prior to the CST. These tests assess progress toward standards and give information for reteach prior to CST. The actual student scores are recorded on the report cards. The state definition of grade level proficiency is a score of 70% or higher.
- ▶ The Benchmark Tests will not be used for promotion/retention decisions at second grade.

E. STUDENTS NOT AT TRIMESTER GOALS/RECOMMENDATIONS FOR RETENTIONS:

Language Arts - At first trimester, we may asterisk students who are not at the “prerequisite for passing” level and are recommended for retention; this asterisk allows for intervention to be given and informs the parent. At second trimester, we **must** asterisk those not at the “prerequisite for passing” level.

Math – On the first and second trimester report card, asterisk students after considering Benchmark Assessment results, fact fluency, in class assessments, and in class performance. On the third trimester report card, asterisk students who are not meeting at least 60% on the End-of-the-Year (Final) Assessment. ***Why 60%?** While an MCS goal is to match the state proficiency levels, we are not quite there yet. Sixty percent represents the middle of the basic level. Students achieving at this basic level have enough skills to go on to the next level, but should be monitored closely and may need an intervention to be successful at the next grade.

★ **F. LANGUAGE ARTS FOCUS FOR 2008-2009:**

1. Teach the Essential Standards using Houghton-Mifflin as the base for consistency.
2. Commit to Sound-Letter cards as the MCS Phonics system.
3. Use leveled books as practice.
4. Continue with small group instruction.
5. Use curricular links to create quality literacy centers.
6. Continue Interactive Writing and daily writing.
7. Teach strategy, not story.
8. Maintain independent reading for massive practice.

★ **G. MATH FOCUS FOR 2008-2009:**

1. Use of Roadmap to teach Essential Standards.
2. Use of new mathematics adoption curriculum (Harcourt – California HSP Math)
3. Teach multiple-solution strategies and encourage student discourse.
4. Teach appropriate academic math vocabulary.
5. Provide daily problem solving and fact practice.
6. Use *Every Day Counts* Calendar Program routinely.

PHP:bp

cc: Terry Wilcox
Melissa Bray
Debbie Damsen
Dan Guzzi
Jeanine Duran
Linda Flores
Elsa Martinez