

## Overview

### What is a Standards-Based Progress Report (SBPR), and why is it used?

An SBPR gives you information about how your child is progressing toward meeting the Colorado State Standards during the course of the school year. Standards specify what all students should know and be able to do.

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child in every school the opportunity to meet or exceed state standards.
- It gives you, the parent or guardian, a more detailed and honest assessment of how your child is progressing academically.

### What do 4, 3, 2, and 1 mean? How do they compare to A, B, C, and D?

There is no comparison to A, B, C, and D.

- The numbers indicate whether students are “on track” toward meeting the year-end standard.
- A 3 the first trimester does NOT mean that students have reached the goal of proficiency; rather, their progress is meeting expectations for the trimester, and, if students remain on that path, they should reach proficiency (the goal) by the end of the year.
- Final grade-level proficiency can only be determined at the end of the year.

### Students receive 3s on trimester progress reports when they are well on their way to meeting the standard.

If they do not receive 3s, they may receive one of the following.

- Students receive 2s if they have made some progress but are not quite on track to reach the standard by the end of the year. Some intervention may be necessary.
- Students receive 1s if they will definitely require extra support and intervention to achieve the standard.
- Students may receive 4s if they are far ahead of where they are expected to be at that point in time relative to the standards.

### What do advanced, proficient, partially proficient, and unsatisfactory mean for end-of-year achievement?

Assuming the state standard is the goal:

- **Advanced** means they have consistently exceeded the grade-level goal.
- **Proficient** means they have consistently demonstrated the grade-level goal.
- **Partially Proficient** means they are working towards the grade-level expectation, but they have not been able to consistently demonstrate the grade-level goal.
- **Unsatisfactory** means they consistently do not demonstrate grade-level expectations and therefore will require extra support and intervention to reach the goal.

Following are the standards established by the State of Colorado. It is the goal that all students meet these standards by the end of their **second-grade** year.

## Literacy Goals

Throughout the year, text becomes increasing difficult, and students show a greater degree of independence in pursuit of these goals. In the first trimester, these goals are met with assistance, and growth is noted as students progress toward consistency and independence.

## Reading

**Students read and understand a variety of materials.** Students read and identify different kinds of materials, such as fiction and nonfiction texts, magazine articles, poems, and directions.

- **Suggestions:** *Set an example by reading at home. Talk with your child about what you are reading and if it is for pleasure or for information. Go to the library and help your child find books he/she wants to read. Have your child talk about stories, identifying the beginning, middle, and ending of each and including details about characters.*

**Students apply thinking skills to their reading, writing, speaking, listening and viewing.** Students think independently, develop their own ideas, and put their thoughts into words. They recognize differences between fact and opinion.

- **Suggestions:** *Read a book together and ask your child questions about the book, such as, “Why did you think the character acted that way? What makes you think that?” “What did you learn about this topic from reading the book?”*

**Students read to locate, select, and use relevant information from a variety of media, references, and technological sources.** Students find books in the library and use newspapers, magazines, and the Internet as sources of information. They learn to use a variety of text features, such as titles, glossaries, indexes, and tables of contents.

- **Suggestions:** *Go to the library. Research a topic together by using the library and the Internet. Help your child look something up on the Internet.*

**Students read and recognize literature as a record of human experience.** Students read different kinds of books and make connections to other books they have read or experiences from their lives. They also read and listen to literature from different cultures.

- **Suggestions:** *Read with your child. Talk to your child about what he/she has read. Look for library books that reflect both the culture of your family and other cultures as well. Talk about how the cultures are the same and how they are different.*

## Writing

**Students write and speak for a variety of purposes and audiences.** Students begin to write in numerous genres such as letters, stories, responses to literature, and poetry.

- **Suggestions:** *The best thing to do is continually talk with your child and work to develop his/her thinking and communication skills. Help your child write letters to family members or shopping lists.*

**Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.** Students should be able to communicate using correct grammar, word usage, capitalization, punctuation, and sentence structure.

- **Suggestions:** *Consistently support your child in using conventional grammar in his/her everyday speech. Expand your child’s language development by telling stories and having conversations about a variety of different topics.*

## Social Sciences Goals

**Civics:** The key areas are rules and responsibilities, rituals and routines.

- **Suggestion:** *Make the same connections to your home. Discuss with your child how rules and responsibilities and rituals and routines help to run a more organized home and provide stability for a family as well as for a society.*

**Economics:** Students understand the difference between needs and a wants.

- **Suggestions:** *Discuss purchasing decisions at home and discuss if they are needs or wants and how each family prioritizes differently.*

**Geography (Mapping Skills):** Students learn directions (north, south, east, west), what symbols on maps mean, and that every map has a title.

- **Suggestions:** *Talk to your child about placement of items in the home or where the sun rises and sets. Look at a globe together. Discuss how to read this map and how written directions can help.*

**Geography (Culture):** Students know about customs and traditions of many different cultures.

- **Suggestions:** *Discuss how your family’s customs and traditions may vary from those of friends. Talk with your child about your ancestors and how they came to this country. Help your child find your home on [www.mapquest.com](http://www.mapquest.com). Get directions from home to school.*

## Mathematics Goals

---

Students' mathematical understanding will be assessed each trimester based **only on the units taught in that trimester**. At the end of the second-grade year, an overall view of the students' progress and mastery of standards will determine the level of proficiency attained. By the end of the second-grade year, students should have met the following goals.

**Number Sense:** Students count, read, and write numbers. They identify place value and compare numbers on a number line, work with fractions, and use money to learn place value and decimal concepts.

- **Suggestions:** *Help your child become comfortable with important numbers in daily life, such as home address and phone number. Have your child count money and write down answers using symbols to represent each coin. Play games with cards or dice. Help your child cut food into halves, thirds, fourths, and fifths.*

**Algebraic Thinking:** Students find missing numbers in patterns. They create and continue visual patterns.

- **Suggestions:** *Have your child design his/her own patterns with items of clothing, toys, kitchen utensils, or dishes. Make a game of "what's missing from the pattern?"*

**Data and Probability:** Students collect information to make graphs. They make observations and predictions from graphs, tables, and charts.

- **Suggestions:** *Play games of chance. Chart and discuss newspaper weather reports. "Is today's temperature higher than yesterday's? What might it be tomorrow?"*

**Geometry:** Students learn about different shapes and solids, including triangles, squares, circles, spheres, and prisms. They learn to describe shapes by using features, such as the number of sides, thickness, color, and size.

- **Suggestions:** *Look for two- and three-dimensional shapes in your home or neighborhood. Name the shapes and discuss their characteristics.*

**Measurement:** Students use tools to measure length (feet and centimeters) and capacity (ounces and grams). They order objects in different ways; for example, by length, from shortest to longest; by weight; or from heaviest to lightest. They tell time to the hour, half-hour, and quarter-hour.

- **Suggestions:** *Discuss which tool would be the best for different measurement situations. Have your child help you cook and measure ingredients, talking to him/her and explaining the process. Use a face clock (analog) to practice telling time.*

**Computation:** Students learn to recall addition and subtraction facts. They use fact families ( $2+5=7$ ,  $5+2=7$ ,  $7-5=2$ ,  $7-2=5$ ). They add and subtract with 10s and 100s. They also learn to talk about what they are doing and why.

- **Suggestions:** *Take turns creating turn-around facts and quizzing each other. Make up number stories involving estimation. Think of two two-digit numbers and ask your child to estimate the sum. In daily activities, encourage your student to estimate numbers without counting.*

## Science Goals

---

**Inquiry:** Students use their senses and tools to observe and collect information about the position and motion of objects and learn about earth materials such as rocks, water, and plants. Students ask questions, investigate to find answers, compare observations, and communicate ideas with increasing skill and accuracy.

- **Suggestions:** *Don't answer all your child's questions. Ask him/her what he/she thinks and work to find the answers together. Test possible answers and check them by using reference books or the Internet or by asking someone who is likely to know the correct answers.*

**Physical Science:** Students investigate the position and motion of objects by using terms, such as in front of, to the left of, and measure distances from one object to another. They know that objects move in many different ways, including different speeds and direction. They know that objects move by a force that is either a push or a pull.

- **Suggestions:** *Let your child help you find a location using maps or descriptions such as, "Go three blocks and turn right at the stop sign." Observe a soccer game and ask your child to find the pushes and pulls needed to move the ball.*

**Earth and Space Science:** Students investigate rocks, soil, and water and the interactions among them. They observe the earth materials around them and compare different types of soil and rocks in terms of color, texture, and reactions with water.

- **Suggestions:** *Ask your child to identify the characteristics of interesting rocks that he/she finds. Pour salt water on a plate and let the water evaporate. Observe what is left behind.*

**Life Science:** Students plant bean seeds in plastic glove greenhouses and observe plant growth.

- **Suggestions:** *Go for a walk and talk about how plants you see are alike and different. See how long it takes for a dandelion or rose to burst into full bloom or for tree leaves to change color and drop to the ground.*

**The Nature of Science:** Students make accurate descriptions that help them communicate their ideas. They work together and share observations.

- **Suggestions:** *Create a pile of unusual items from your home. Ask your child to describe one item. Without looking, try to guess which item he/she has selected.*

## English Language Development

---

If your student is identified as an English language learner, you will find an English Language Development (ELD) section in the Progress Report. You will also receive an additional ELA Parent Guide.

# Parent Guide to Standards- Based Reporting

## Grade 2

Denver Public Schools