

Second Grade Report Card

The second grade report card is divided into two types of grading systems; rubric grading and percentage grading. In rubric grading, a child is assessed on a continuum from Unsatisfactory to Satisfactory. In percentage grading a child is assessed on a traditional 0 - 100% scale and the percentage is correlated to a letter grade.

Percentage Grading	
93 - 100	A
85 - 92	B
77 - 84	C
70 - 76	D
<70	F

Rubric Grading	
Satisfactory	S
Improving	I
Needs Improvement	N
Unsatisfactory	U

The skills listed below are assessed using the percentage grade system shown above

ENGLISH/LANGUAGE ARTS (Percentage)

	Quarters			
	1st	2nd	3rd	4th
Phonics				
Vocabulary				
Reading Comprehension				
Spelling				
Grammar				

FLUENCY

	1st	2nd	3rd	4th
Words read per minute				
Words read per minute quarterly goal	51* - 106**	66* - 125**	72* - 125**	89* - 142**

* Denotes performance at the 50th %ile

** Denotes performance at the 90th %ile

The skills listed below are assessed using rubric grading; they are not graded with a percentage.

S-Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory

WRITING	1st	2nd	3rd	4th
Opinion				
Narrative				
Informative/Explanatory				
Personal Narrative				

MATHEMATICS (Percentage)

	Quarters			
	1st	2nd	3rd	4th
Numbers and Operations (Add/Subtract)				
Algebraic Concepts (Number Patterns)				
Numbers and Operations in Base Ten (Place Value)				
Algebraic Concepts (Add/Subtract with Double Digits)				
Measurement (Length)				
Data (Graphing/Analysis)				
Geometry (2D/3D Shapes, Fractions, & Area)				
Measurement (Money & Time)				
Algebraic Concepts (Add/Subtract with three digits)				

The skills listed below are assessed using rubric grading; they are not graded with a percentage.

S-Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory

SPECIAL SUBJECTS

	1st	2nd	3rd	4th
Art:				
Music:				
Physical Education:				
Technology: Demonstrates appropriate use				

The Hazleton Area School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to all designated youth groups per the Boy Scouts Act. Inquiries regarding the non-discrimination policies may be directed to the Title IX Coordinator at (570) 459-3221 ext. 81566 or the Section 504 Coordinator at (570) 459-3111 ext. 3156 at 1515 West 23rd Street, Hazle Township, PA 18202.

ATTENDANCE	1st	2nd	3rd	4th
Days Absent				
Days Tardy				

Rubric: S-Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory

QUALITIES OF A LEARNER	Quarters			
	1st	2nd	3rd	4th
Interacts appropriately with peers				
Demonstrates responsibility				
Listens and follows directions				
Shows respect for adults, classmates, and property				
Completes homework				
Completes classwork				
Demonstrates Self-Control				
Writes legibly				
Cursive Handwriting				

Conference Request: Mark X for a meeting.	1st	2nd	3rd	4th
Teacher requests a conference				
Parent/Guardian requests a conference				
Promotion in danger				

Parent/Guardian Signature

1. _____
2. _____
3. _____

Note: Your signature only indicates that you have examined this report card.

Assignment for 20____-20____ School Year Grade _____

Teacher's Signature: _____



Hazleton Area School District

Pupil Report Card

Second Grade

Student Name _____

Teacher Name _____

20____ - 20____



PHILOSOPHY OF EDUCATION

For

ELEMENTARY SCHOOL

The education of a child is an ongoing process that extends beyond the classroom environment and helps students to become life-long learners.

The elementary school is a critical period in the process of formal education during which children receive the foundation for future learning. It is a time in which all children are directed in the acquisition of the fundamental abilities, skills, and strategies that will enable them to be successful in reading, oral and written speech, number concepts, problem solving, critical thinking, and physical development.

The overall goal of elementary education is to gradually increase each child's level of independence, growth, quality of work, and consistency in performance.

We cordially invite you to visit your child's school to confer with the teachers and principal regarding your child's academic progress. Since all learning begins at home, maintaining close cooperation and communication between home and school is essential. Your involvement in your child's education helps to promote and to reinforce core concepts during this critical development stage in your child's educational career. We encourage you to play an active role, along with the principals, teachers, and school staff, in your child's education as he/she progresses from one grade level to the next.

Brian T. Uplinger, M.Ed.
Superintendent of Schools