

**Anchorage School District  
Standards Based Progress Report  
Grade 2**

<p align="center"><b>Standards Achievement</b> (Progress reporting quarters 1,2,3) (Achievement reporting quarter 4)</p> <p>4 Advanced 3 Proficient 2 Making progress toward proficiency 1 Making little progress toward proficiency 0 No progress N/A Not Assessed at this time</p>	<p align="center"><b>Grade Level Expectations</b> (Alaska and ASD) www.asdk12.org</p> <p align="center">All assessments are based on grade-level, appropriate curriculum for reading and writing.</p>	<p align="center"><b>Shows Effort</b> (All reporting quarters)</p> <p>(E) Exceptional effort (S) Satisfactory effort (N) Needs to improve</p>	<b>Benchmarks</b>	
			<p>End of Kindergarten = 2 End of First Grade = 16 End of Second Grade = 28</p>	
<p>Note: The proficiency scores indicate the student's progress in meeting grade level expectations. The final score in quarter 4 represents the student's achievement.</p>			<b>Instructional Reading Levels</b>	
			<b>Reporting Period</b>	<b>Level</b>
			1 <sup>st</sup> Quarter	
			2 <sup>nd</sup> Quarter	
			3 <sup>rd</sup> Quarter	
	4 <sup>th</sup> Quarter			

**Language Arts**

<b>READING</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Phonemic Awareness and Phonics</b>				
Student uses strategies to decode and comprehend meaning of words in text.				
<b>Word Identification and Vocabulary</b>				
Student comprehends words in text.				
<b>Comprehension</b>				
<b>Student uses strategies to form a general understanding of text:</b> Retell and main idea				
<b>Student uses strategies to form a general understanding of text:</b> Predictions, conclusions, and inferences				
<b>Student analyzes content and structure of text.</b>				
<b>Fluency</b>				
Student uses punctuation and print conventions to read aloud fluently.				
<b>Positive Attitudes and Behaviors Toward Reading</b>				
Student chooses to read a variety of print formats for a sustained time.				
<b>Reading Effort</b>				
<b>WRITING</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Writing About a Topic</b>				
Student writes short stories or compositions on a single topic using complete sentences and paragraphs.				
<b>Writing For a Variety of Purposes and Audiences</b>				
Student writes fiction for a variety of purposes and audiences.				
Student writes non-fiction for a variety of purposes and audiences.				
<b>Using Structures and Conventions</b>				
Student writes and edits using a variety of sentence structures, spelling, capitalization, and punctuation.				
<b>Word Study and Spelling</b>				
Student shows understanding of weekly word study, concepts, and spelling rules.				
<b>Revising</b>				
Student revises for the qualities of good writing; including detail, clarity, and organization.				
<b>Handwriting</b>				
Student writes legibly.				
<b>Writing Effort</b>				