

Berkeley Unified School District

GUIDE FOR FAMILIES

SECOND GRADE REPORT CARD

	Meeting	<p>Regularly meets the standards</p> <p>To receive a mark of 3, a student must be consistently performing at grade level standards. The expectations outlined in the following ELA, Math and Social-Emotional Learning (SEL) sections describe what a student would be able to do in order to meet each standard over the course of the school year. This is the minimum “proficiency” target level for all students.</p>
2	Approaching	<p>Inconsistently meets the standards</p> <p>To receive a mark of 2, a student is inconsistently meeting grade level standards, and may be performing up to one year below grade level in the specific standards or area indicated. If a student receives a 2 in ELA, Math or SEL, there will be a box marked with an X in the areas the student needs improvement in.</p>
1	Needs Significant Support	<p>Does not meet the standards</p>

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K-5 Report Card Supporting Document: Personal/Social Behaviors and Habits of Work

Using this Document:

This document provides specificity, connection to the Toolbox Curriculum, and behavioral exemplars for the ‘Personal/Social Behaviors’ section of the K-5 report card. It is intended to be a handy reference for conversation with families about student progress.

Social-Emotional Learning Core Domains:

This section lists the full definition of each core domain (an abbreviated and parent-friendly definition is printed on the K-5 report card)

Related Toolbox Tools:

This section lists the specific Toolbox Tools that target the corresponding social-emotional domain. Teachers can refer to the Toolbox Tools related to a child’s area of struggle or particular strength for teaching suggestions.

Possible Behavioral Descriptors:

This section provides specific examples of how these overarching domains may manifest in the classroom. These specific descriptors are a great jumping off point for a discussion of strength or weaknesses in parent conferences. Consider whether or not a child’s particular strength or area of struggle is seen across settings (classroom, yard, small-group, large-group).

Supporting Document: Personal/Social Behaviors		
<i>Social-Emotional Learning Core Domains</i>	<i>Related Toolbox Tools</i>	<i>Possible Behavioral Descriptors</i>
<p>Self-Awareness-Ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p>	<ul style="list-style-type: none"> -Breathing Tool -Quiet/Safe Place Tool -Empathy Tool -Garbage Can Tool -Tangible Learning Tool (T-LE) 	

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