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# Competency-Based Reporting Guide

## Grade 2

*SAU 7 schools believe that the purpose of grading is to communicate student achievement. Grades are not about what students earn, they are about what students learn. All teachers use the same grading practices in their classrooms. This promotes grades that are consistent, accurate, meaningful, and supportive of learning.*

The following scale is used for Competencies and Transferable Skills for grades K-12:

<b>4: Expanding</b>	<b>3: Proficient</b>	<b>2: Approaching</b>	<b>1: Beginning</b>	<b>IES</b>
Consistently and independently extends and transfers content knowledge and skills beyond essential competencies.	Essential content knowledge and skills are demonstrated consistently and independently with ability to apply and transfer to real-world situations and/or a new task.	Demonstrates the emerging application and transfer of essential content knowledge and skills in familiar tasks.	The student is initiating the ability to demonstrate the essential content, knowledge, and skills.	Insufficient Evidence Shown: The student's work was not completed or turned in.

# Transferable Skills

## SAU 7 Transferable Skills



**COLLABORATOR:** I can work in diverse groups to achieve a common goal and produce a quality product while appreciating individual contributions.



**COMMUNICATOR:** I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding and accomplish goals and tasks.



**INNOVATIVE THINKER:** I can use original and flexible thinking to communicate my ideas or construct a unique product or solution.



**SELF-DIRECTED LEARNER:** I can initiate and manage my learning, and demonstrate a growth mindset, through self-awareness, self motivation, self-control, self-advocacy and adaptability as a reflective learner.



SAU 7 schools recognize that effective learners are able to employ and develop strategies, habits, and skills that prepare them to be effective lifelong learners and contributors in our society. These skills are defined through four Transferable Skills and are integrated into learning activities and assessments. Self-assessment and teacher feedback provide an ongoing cycle of reflection and opportunities for continued growth.

# Grade 2 Competencies

English Language Arts	Mathematics	Science	Social Studies
<p><b>Reading Foundational Skills:</b> Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.</p>	<p><b>Foundations of Math-Symbolic Expression:</b> Students will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for different purposes.</p>	<p><b>Nature of Science &amp; Engineering:</b> Students will work collaboratively to make observations and predictions in order to answer testable questions and use their senses, tools and materials to find possible solutions to simple problems.</p>	<p><b>Citizenship / Civics:</b> Students will examine and compare rules and responsibilities as members of a community.</p>
<p><b>Reading Literature &amp; Informational Text:</b> Students will make meaning of increasingly complex literary and informational print and non-print texts, and provide text details to explain interpretations and thinking.</p>	<p><b>Numbers &amp; Number Systems:</b> Students will demonstrate an understanding of the nature of numbers, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers.</p>	<p><b>Patterns / Cause &amp; Effect:</b> Students will observe patterns in the natural world (including human), develop questions to investigate, make connections, and support connections with evidence.</p>	<p><b>Economics / Global Interaction:</b> Students will distinguish between needs and wants in order to apply understanding of how these are met within a community.</p>
<p><b>Writing:</b> Students will produce clear and coherent writing for a range of tasks and purposes using argument, explanatory, and narrative forms of writing.</p>	<p><b>Reasoning &amp; Computational Strategies:</b> Students will apply additive reasoning using multiple strategies (algorithms, models, manipulatives) to solve authentic applied problems.</p>	<p><b>Stability &amp; Change of Systems:</b> Students will distinguish between changes in natural systems that happen rapidly and changes that happen over time.</p>	<p><b>Geography:</b> Students will understand that maps are tools that convey information.</p>
<p><b>Inquiry, Investigation, and Research:</b> Students will engage in large and small group research/inquiry to investigate topics of shared interest and to interpret, integrate, and present information.</p>	<p><b>Measurement:</b> Students will use standard and nonstandard measurement tools, units, and attributes to describe and compare objects, authentic applied situations, or events, and to solve measurement problems.</p>	<p><b>Energy &amp; Matter in Systems:</b> Students will investigate, observe and describe solids, liquids, and gasses, and what happens when matter and energy is manipulated (e.g., heated, cooled, disassembled, reassembled).</p>	<p><b>History:</b> Students will understand that conflict and cooperation together shape the development of society.</p>
<p><b>Speaking, Listening, and Language:</b> Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources, in order to make meaning and respond effectively.</p>	<p><b>Algebraic Functions, Patterns, &amp; Relations:</b> Students will make use of structure to represent, interpret, and analyze change or patterns in various contexts using models, rules, and explanations.</p>	<p><b>Structure &amp; Function:</b> Students will observe, demonstrate, and explain how the shape and stability of structures of natural or designed objects are related to their functions.</p>	<p style="text-align: center;"><b>Specials</b></p> <p>Specials expose learners to a range of themes and experiences. This exposure provides a foundation for students to build upon as they advance in their educational career.</p> <p>Specials include:</p> <ul style="list-style-type: none"> <li>● Art</li> <li>● Music</li> <li>● Computers / Keyboarding</li> <li>● Library Skills</li> <li>● Nutrition (PSD)</li> <li>● Physical Education</li> </ul>
	<p><b>Geometry:</b> Students will recognize and use attributes of two- and three-dimensional figures to solve problems.</p>		
	<p><b>Data Analysis, Probability, &amp; Statistics:</b> Students will gather, represent, and interpret data related to a particular/single unit scale, including authentic applications.</p>		

