

Our Mission

In partnership with families, students, and the community, we commit to creating an innovative, inclusive, and student-centered learning environment so that all students are equipped and empowered to choose their college, workplace and career path, while becoming productive members of their community.

To the Parent or Guardian of
 Student Name
 123 Main Street
 Freeport, IL 61032

Levels of Student Achievement

4	Exceeds
3	Proficient
2	Progressing
1	Needs to Improve
X	Not Assessed at This Time

Classroom Teacher				
Work Habits	Q1	Q2	Q3	Q4
I can listen to and follow directions.				
I can take care of my materials.				
I can work independently.				
I can complete tasks in a timely manner.				
I ask for help when needed.				
I exhibit eagerness and motivation as a learner.				

Social Emotional Development				
	Q1	Q2	Q3	Q4
I can recognize my own emotions and how those emotions impact my behavior.				
I can use calming down techniques to control impulsive behavior and anger.				
I can recognize other people's feelings and listen to identify their feelings.				
I can show appropriate social and classroom behavior.				
I can identify and apply problem solving steps to resolve conflicts.				
I contribute to the well-being of my class and school by making positive choices.				

Classroom Teacher				
Reading: Literature and Informational Text	Q1	Q2	Q3	Q4
I can ask and answer questions such as who, what, when, where, why and how to show understanding of key details in text.				
I can find information in a text by using text features such as subheadings, glossaries, or indexes.				
I can integrate story elements/text features to comprehend text, as well as apply comparing and contrasting texts.				
I can recount stories, including fables and folktales from diverse cultures and their central messages, as well as structural formats.				
With prompting and support, I can read 2nd grade level texts.				
I can describe how characters in a story react to an event as well notice the different points of view of characters.				

Reading: Foundational Skills				
	Q1	Q2	Q3	Q4
I can apply grade level phonics and word analysis skills when decoding words.				
I can read grade level sight words.				
I can read with sufficient accuracy and fluency to support comprehension.				

Language and Writing				
	Q1	Q2	Q3	Q4
I can use proper grammar and language when writing and speaking.				
I can write an opinion piece, including the topic, opinion and reasons that support my opinion.				
I can write an informative text introducing a topic with supporting facts and a concluding statement.				
I can write a narrative piece in which I retell an event, or short sequence of events, using well elaborated details.				
I can participate in shared research and writing projects.				
I can determine the meanings of unknown words using multiple strategies.				

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Speaking and Listening	Q1	Q2	Q3	Q4
I can participate in collaborative conversations with peers about second grade topics and texts.				
I can audibly and coherently produce complete sentences while telling a story or recounting an experience using facts and descriptive details.				

Geometry	Q1	Q2	Q3	Q4
I can identify and draw 2D and 3D shapes.				
I can find the area of a rectangular array.				
I can divide shapes into equal parts and label the fractions.				

Classroom Teacher

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
I can solve addition and subtraction story problems to 100.				
I can fluently add and subtract to 20, using mental strategies.				
I can identify whether a number is odd or even and explain why.				

Classroom Teacher

Art	Q1	Q2	Q3	Q4
I can brainstorm collaboratively multiple approaches to an art or design problem.				
I can demonstrate safe and proper procedures for using and cleaning art tools, equipment, and studio spaces.				

Number and Operations in Base Ten	Q1	Q2	Q3	Q4
I can understand a three digit number represents hundreds, tens and ones.				
I can skip count by 5's, 10's and 100's to 1,000.				
I can read and write 3-digit numbers, using numerals, words and expanded notation.				
I can use $<$, $=$, $>$ to compare two 3-digit numbers.				
I can add up to four 2-digit numbers.				
I can demonstrate and explain how to add and subtract 3-digit numbers using strategies including pictures, words or numbers.				
I can mentally add and subtract numbers.				

Classroom Teacher

Music	Q1	Q2	Q3	Q4
I can demonstrate expressive qualities (tempo, dynamics, pitch, beat).				
I can demonstrate knowledge of musical concepts with instruments and voices.				
I can read and perform simple rhythmic and melodic patterns.				
With limited guidance, I can perform music for a specific purpose with expression.				

Measurement and Data	Q1	Q2	Q3	Q4
I can measure and compare lengths using standard and non-standard units. (e.g. linking cubes, paper clips).				
I can use a number line to locate numbers and add and subtract.				
I can solve money word problems involving dollar bills and coins, using the \$ or the Cent symbol.				
I can tell and write time to the nearest 5 minutes on a digital or analog clock.				
I can represent and interpret data.				

Classroom Teacher

Physical Education	Q1	Q2	Q3	Q4
I can demonstrate fitness in cardio respiratory endurance (jog continuously).				
I can demonstrate fitness in muscular endurance (abdominal crunches).				
I can demonstrate fitness in muscular strength (push-up hold).				
I can demonstrate fitness in flexibility (sit and reach).				

Lincoln-Douglas Elementary
2nd Grade Q1 Report Card 2022-23
 School, Principal
 Homeroom, Teacher

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Science	Q1	Q2	Q3	Q4
I can make observations of plants and animals to compare the diversity of life in different habitats.				
I can plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.				
I can develop a model to represent the shapes and kinds of land and bodies of water in an area.				
I can ask questions, makes observations, and gathers information about a scientific problem.				

Classroom Teacher				
Social Studies	Q1	Q2	Q3	Q4
I can create questions to help guide inquiry about a topic with guidance from adults and/or peers.				
I can describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.				
I can identify some cultural and environmental characteristics of my community and compare to other places.				
I can compare the goods and services that people in the local community produce and those that are produced in other communities.				
I can compare individuals and groups who have shaped a significant historical change.				

ATTENDANCE:	1	2	3	4	Total
Absences	1.0	0.0	0.0	0.0	1.0
Tardies	0.0	0.0	0.0	0.0	0.0
Average Daily Attendance Rate					97.78 %

GENERAL COMMENTS

1st QUARTER COMMENTS:

2nd QUARTER COMMENTS:

3rd QUARTER COMMENTS:

4th QUARTER COMMENTS:

Interpreting your child's report card:

In our efforts to make grades meaningful, Freeport School District uses a standards-based reporting system that describes what we expect students to learn and be able to do. The purpose of the standards-based reporting system is to communicate where students stand in reference to specific expectations for their learning. The K-5 standards-based report cards list the English/language arts and math expectations or student learner outcomes, based on the Illinois Learning Standards.

Four (4) levels of student achievement are used to communicate student's progress in regard to specific learning standards. The four levels are as follows:

4 Exceeds -- A student consistently knows this concept and additionally shows understanding at a higher level than the grade level standard.

3 Proficient -- A student consistently shows growth, indicating a student has mastered grade level expectations.

2 Progressing -- A student shows gradual movement toward understanding the standard and may need more support and time to reach proficiency. Or, the student may have just been introduced to the concept.

1 Needs to Improve -- A student consistently displays misunderstanding of the concept or shows inconsistent results toward mastery and needs additional support and

In addition to the four (4) levels of student achievement, an "X" indicates the standard is not being assessed at this time.