Berkeley Unified School District
GUIDE FOR FAMILIES
SECOND GRADE REPORT CARD

3	Meeting	Regularly meets the standards 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.
2	Approaching	Inconsistently meets the standards 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.
1	Needs Significant Support	Does not meet the gn.6252t2.8p notl(ds)[Does)-4(not me)-3(e)-3(t)]Tİ

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		
Social-Emotional Learning Core Domains	*Related Toolbox Tools*	*Possible Behavioral Descriptors*
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.	-Breathing Tool -Quiet/Safe Place Tool -Empathy Tool -Garbage Can Tool -Tam(af)-nal L̃āB Tm0g(T)-(	

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