


END OF YEAR

SECOND GRADE ASSESSMENTS

Name: _____

Reading Informational Texts I

1. *depression* 

2. A. to tell about interesting creatures that live in the ocean.
B. to tell you about shells that you can find in a tide pool.
C. to tell you how you should be careful if you visit a tide pool.

3. A. Crabs, muscles, anemones and urchins are found in tide pools.
B. You can easily crush an animal if you step on them.
C. The shore can be muddy, sandy or rocky.

4. Tide pools provide a safe place for creatures to live. 1 2

5. Pools of water are left behind when the ocean tide falls. 1 2

6. Intertidal zones can be made up of muddy banks, sandy beaches, or rocky cliffs. 1 2

Name: _____

Writing Conventions

1. june 21 2017

dear carlo


how are you? i hope you are having a good summer. Did you have fun at summer camp?

Thank you for the seashell pictures.

Name: _____

Time, Money & Graphing

Fruit Types	Number Purchased
Bananas	9
Apples	12
Pears	5
Peaches	8

2. Fruit Sold at a Stand Key:  = 2 pieces of fruit

Name: _____

Number & Operations in Base 10

1. Standard Form Expanded Form Word Form


		eight hundred seven
	$600 + 0 + 0$	

2. $28 - 49$ 3. $83 - 35$ 4. $91 - 30$

5. $382 + 421 = \underline{\hspace{2cm}}$

Name: _____

Reference Materials & Vocabulary

1. 

2. Check the spelling of a word while you are writing.
A. caption B. table of contents C. dictionary

3. Find the meaning of a bolded word in a book.
A. index B. heading C. glossary

4. Find a paragraph that talks about a particular topic.
A. subheading B. caption C. dictionary

2ND
GRADE

ALL STANDARDS
COVERED

CREATED BY THE MOFFATT GIRLS

2nd Grade Assessment End Of Year

Michael J. Schmoker



2nd Grade Assessment End Of Year:

Classroom Assessment Dr Craig Mertler, 2016-09-13 Provides detailed information on the functions of assessment how to construct administer and interpret the results of teacher developed assessment techniques and how to interpret the results of externally developed instruments such as standardized tests Both traditional and newer alternative assessment techniques are covered Advantages and disadvantages of each assessment technique are discussed A companion website helps both instructors and students obtain additional information on topics of special interest to them Numerous examples of the principles and procedures make it easy for students to understand the material The highly practical nature of this book stems from the focus on how assessment intertwines with other everyday activities in classrooms Measurement theory and computational procedures that are unlikely to be used by classroom teachers are de emphasized producing a textbook that provides comprehensive coverage without being unnecessarily technical

Curriculum-based Assessment Carroll J. Jones, 2008 Although curriculum based assessment CBA has been on the horizon for a number of years there has been a need for a practical classroom based approach for its implementation This second edition is a major revision and update that offers practical and specific methods for developing and using CBAs in an educational setting It gives educators a highly specific step by step approach to building CBAs in the area of reading word recognition reading comprehension content reading mathematics and written expression Each chapter offers detailed easy to read and easy to follow instructions for the assessment construction process To further clarify the process extensive examples are given in table format A unique feature of the text is the manner in which the author illustrates the principles of CBA by providing a case study on one student which is referred to in each chapter Its formative assessment approach gives the teacher additional detailed information about students OCO performance which in turn should guide the type of instruction designed and implemented ultimately leading to higher performance on summative outcome measures Addition ally detailed information is provided on subject area CBA construction the creation and implementation of a district wide CBA system for response to intervention and how to use IDEA S response to intervention in student evaluation

Gwen Doty, 2011-09-01 Learn how to create relevant and appropriate assessments throughout the learning cycle so your students will have ample opportunity to show competence in ways that make sense to them and are in accordance with their readiness levels This model regards assessment as part of a cycle of continuous learning by both teachers and students that results in all students meeting expected standards

Building Vocabulary: Level 2 Kit Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton, 2009-08-31 Building Vocabulary provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary Foundations for grades 1 2 empowers beginning readers to learn words by identifying word parts or word

families that share common sounds Students will build vocabulary through the use of poetry word endings and simple roots Building Vocabulary Foundations Level 2 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more **Classroom Literacy Assessment** Jeanne R. Paratore,Rachel L. McCormack,2007-04-05 Showcasing assessment practices that can help teachers plan effective instruction this book addresses the real world complexities of teaching literacy in grades K 8 Leading contributors present trustworthy approaches that examine learning processes as well as learning products that yield information on how the learning environment can be improved and that are conducted in the context of authentic reading and writing activities The volume provides workable nuts and bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners including students in high poverty schools and those with special learning needs It is illustrated throughout with helpful concrete examples **The Results Fieldbook** Michael J. Schmoker,2001 What is the single most important event of the school year that affects school improvement How do you measure school improvement How can simple tools already at your fingertips work more effectively to improve student achievement in reading math and more The Results Fieldbook answers these questions and describes in abundant practical detail how five school systems overcame obstacles and achieved exceptional results for all their students These schools focused on the proven core concepts that Mike Schmoker described in both editions of his first ASCD book Results The Key to Continuous School Improvement Supplementing the five case studies brief vignettes written by practitioners show how core practices teamwork the use of achievement data and planning for measurable goals made an immediate and profound difference in student learning at their respective schools A close look at these school systems reveals the simplicity of school improvement efforts built around the still overlooked and most potent force in improvement collective organized teacher intelligence This book contains easily adapted processes and refinements that result from such teacher collaboration and all but guarantee measurable improvement Tables figures and appendixes illustrate effective data collection processes and at the conclusion a three part synthesis of the best of these systems provides practical steps toward implementing this radically more effective approach to school improvement starting with preservice education *Improvement Science* Deborah S. Peterson,Susan P. Carlile,2021-09-08 A 2022 SPE Outstanding Book Honorable Mention Improvement Science Promoting Equity in Schools is intended for classroom teachers school leaders and district leaders charged with leading improvement efforts in schools From questions such as how do I develop a love of reading in my classroom to how can I better manage student behavior during independent learning time to what should we do to make sure kids of all races read at grade level by 3rd grade to how could we include families of all backgrounds as partners in learning or how do we increase our graduation rate among underserved students this book shares real life examples from those who are currently leading equity focused improvement

in our classrooms and schools If you are curious about how Improvement Science has been used or how others have succeeded or failed at equity focused improvement efforts in our classrooms and in our schools or if you re wondering how to spur discussions in school districts universities and communities about leading equity focused improvement this book is for you Teachers students family members community members principals and superintendents will be inspired to embrace Improvement Science as a method to improve equity in their schools The book helps people new to Improvement Science to understand the basic steps to implement the process If you re a beginner it provides some basic steps and a resource <https://www.carnegiefoundation.org> our ideas six core principles improvement to help you understand the process better for those with some experience the book will be an excellent refresher and tool with functional suggestions to take your practice further 1 Form a Team 2 Examine Data 3 Ask Why 4 Read Research 5 Get Perspective of Those Closest to the Problem 6 Plan the Change After you ve done the above then it s time to test one idea using short Plan Do Study Act cycles These are short improvement cycles Students are only in our classrooms generally for one year so the cycles need to be short perhaps even as short as one week to ensure that every instructional move we are making truly does improve the experience of the students Readers of Improvement Science Promoting Equity in Schools will be taking an important step toward achieving the goal of producing socially just classrooms and schools WATCH Meet the Authors ZOOM recording from CPED21 Virtual Convening 10 20 21 To learn more about Improvement Science and see our full list of books in this area please click through to the Myers Education Press Improvement Science website Perfect for courses such as Culturally Responsive Learning Environments Educating For Equity And Social Justice Cultivating Culturally Responsive Classrooms Integrating Methods And Curriculum Design Inquiry Assessment And Instructional Design Foundations Of Culturally And Linguistically Responsive Practice Math Literacy Physical Education Professional Collaboration In Education Language And Literacy Development Of Diverse Learners Equal Opportunity Racism Diversity And Equity In Schools Cultural Proficiency In Schools Language And Power In Education Teaching For Equity In Literacy Supportive Classroom Communities Cultural Diversity In Literature Engaging Students In Writing Introduction To School Leadership Introduction To School Improvement Teacher Leadership And School Improvement

Ending Social Promotion Without Leaving Children Behind Jennifer Sloan McCombs, Sheila Nataraj Kirby, Louis T. Mariano, 2009-10-15 The New York City Department of Education asked RAND to conduct an independent longitudinal evaluation of its 5th grade promotion policy The findings of that study conducted between March 2006 and August 2009 provide a comprehensive view of the policy s implementation and its impact on student outcomes particularly for students at risk of retention and those who were retained in grade *Understanding and Interpreting Educational Research* Ronald C. Martella, J. Ron Nelson, Robert L. Morgan, Nancy E. Marchand-Martella, 2013-04-02 This user friendly text takes a learn by doing approach to exploring research design issues in education and psychology offering evenhanded coverage of quantitative qualitative mixed methods and single case designs

Readers learn the basics of different methods and steps for critically examining any study's design data and conclusions using sample peer reviewed journal articles as practice opportunities The text is unique in featuring full chapters on survey methods evaluation reliability and validity action research and research syntheses Pedagogical Features An exemplar journal article at the end of each methods chapter together with questions and activities for critiquing it including where applicable checklist forms to identify threats to internal and external validity plus lists of additional research examples Research example boxes showing how studies are designed to address particular research questions In every chapter numbered chapter objectives bulleted summaries subheadings written as questions a running glossary and end of chapter discussion questions Electronic Instructor's Resource Manual with Test Bank provided separately includes chapter outlines answers to exercises discussion questions and illustrative example questions and PowerPoints **Morris Informal Reading Inventory**

Darrell Morris, 2014-09-25 In one concise volume Darrell Morris provides a complete tool for assessing students reading ability Unlike most informal reading inventories IRIs Morris's approach incorporates measures of automaticity word recognition and fluency together with oral reading accuracy and comprehension This results in more efficient accurate and thorough assessments Included are an examiner's manual and all test materials for the basic IRI grades 2-8 plus a separate beginning reading inventory grades K-1 In a large size spiral bound format for ease of use the book features more than 90 pages of word letter lists illustrated reading passages and other test materials all with permission to photocopy See also Morris's *Diagnosis and Correction of Reading Problems* Second Edition which guides teachers through a comprehensive diagnostic battery for planning instruction and intervention [Learning disabilities and early intervention strategies](#) United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Education Reform, 2002

Collections, Grade 2 Harcourt Brace, 1999-04 [Sound Systems](#) Anna Lyon, 2003 Sound Systems features separate sections on phonics instruction in pre-K, K first and second grade classrooms detailing how instructional needs in phonics change over time as students acquire new skills throughout the primary years Jacket [Teaching Second Grade](#) Valerie SchifferDanoff, 2000 A one of a kind teacher shares her creative ideas for helping students get the most out of their school year Illustrations [Understanding and Using Reading Assessment, K-12](#) Peter Afflerbach, 2025-01-02 Well established as a teaching resource and course text this guide to the what's how's and why's of reading assessment is now in a thoroughly revised fourth edition Peter Afflerbach succinctly introduces major types of assessments including formative and summative performance assessments teacher questioning and high stakes testing He provides an innovative framework the CURRV model for evaluating the suitability of assessments and combining them effectively to meet all students needs Emphasis is given to assessing core reading skills and strategies as well as noncognitive and social emotional aspects of reading development Helpful features include detailed examples of assessment done well within chapter Enhance Your Understanding questions and activities and 25 reproducible and downloadable checklists and forms New to This Edition

Explains assessment in a science of reading context Increased focus on equity issues plus updated theory and research throughout Chapter on assessing early reading Chapter on assessing digital and critical reading *The RTI Approach to Evaluating Learning Disabilities* Joseph F. Kovalski, Amanda M. VanDerHeyden, Edward S. Shapiro, 2013-07-22 This book has been replaced by *The RTI Approach to Evaluating Learning Disabilities* Second Edition ISBN 978 1 4625 5044 9

Resources in Education ,2000-04 OECD Reviews of Evaluation and Assessment in Education: Bulgaria

Guthrie Caitlyn, Norfolk-Beadle Annie, Perico E Santos Anna Vitoria, Henderson Kirsteen, Rawkins Christa, Fordham Elizabeth, Li Ruochen, 2022-03-29 Over the past three decades Bulgaria has carried out important structural reforms which have helped the country reach higher levels of socio economic development However long standing social disparities and income inequalities remain and Bulgaria's overall productivity gains have not fully translated into sustainable and inclusive growth **Handbook of Reading Disability Research** Anne McGill-Franzen, Richard Allington, 2010-09-17 Bringing together a wide range of research on reading disabilities this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective Emphasizing that learning to read proficiently is a long term developmental process involving many interventions of various kinds all keyed to individual developmental needs it addresses traditional questions What is the nature or causes of reading disabilities How are reading disabilities assessed How should reading disabilities be remediated To what extent is remediation possible but from multiple or alternative perspectives Taking incursions into the broader research literature represented by linguistic and anthropological paradigms as well as psychological and educational research the volume is on the front line in exploring the relation of reading disability to learning and language to poverty and prejudice and to instruction and schooling The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities Throughout their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers **Social Studies Education in South and South East Asian Contexts** Kerry J Kennedy, 2021-07-22 The education of young people is context bound This edited volume explores the contexts that characterise South and South East Asia and their influence on social studies education There is not a single context across this broad geographical expanse rather different religions different political systems and different values exert influences that create distinctive programmes that characterise different countries Yet there are also commonalities such as the post colonial nature of most of the countries portrayed in this book determined efforts at establishing new national communities and multiple value systems that lead to distinctive local priorities There are also voices of resistance in these chapters recognising the realities of local contexts but also recognising the need for change Social studies education in these contexts may well be descended from its origins in North America but in South and South Asian contexts it has taken on new purposes

new forms and new values Education researchers policymakers and postgraduate students in comparative education will find the volume useful in its exploration and comparison of the social studies curricular and reforms that shaped them

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them and why they re suitable for the role or award

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web mention the award for which the candidate is nominated in the endorsement mention the kind of relationship you share with the candidate and since how long you know him her state the reason for which the award is given mention the qualities and achievements of the candidate due to which he she is nominated

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