2nd Grade Performance Tasks				
Report Card Strand	**Standard Assessed**	**Assessment of Mastery**		
		MS	**AS**	**IPS**
FUTURE READY				
Uses creative thinking to construct knowledge and develop digital products (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:	1(A) apply prior knowledge to develop new ideas, products, and processes;	The learner consistently makes something new from what he or she already learned when given infrequent support.	The learner makes something new from what he or she already learned with increasing ability when given infrequent support.	The learner struggles to make something new from what he or she already learned even when given infrequent support.
	1(B) create original products using a variety of resources;	The learner consistently uses different tools to show what he or she has learned when given a little support.	The learner uses different tools to show what he or she has learned with increasing ability when given a little support.	The learner struggles to use different tools to show what he or she has learned even when given a little support.
	1(C) explore virtual environments, simulations, models, and programming languages to enhance learning;	The learner consistently learns by exploring technology tools when given infrequent support.	The learner learns by exploring technology tools with increasing ability when given infrequent support.	The learner struggles to learn by exploring technology tools even when given infrequent support.
	1(D) create and execute steps to accomplish a task; and	The learner consistently plans and completes activities when given infrequent support.	The learner plans and completes activities with increasing ability when given infrequent support.	The learner struggles to plan and complete activities even when given infrequent support.
	1(E) evaluate and modify steps to accomplish a task.	The learner consistently thinks about and changes his or her plan to complete activities when given infrequent support.	The learner thinks about and changes his or her plan to complete activities with increasing ability when given infrequent support.	The learner struggles to think about and change his or her plan when completing activities even when given infrequent support.

Collaborates using digital tools (2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:	2(A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;	The learner consistently shares ideas with people in the school and far away using technology tools when given infrequent support.	The learner shares ideas with people in the school and far away with increasing ability when given infrequent support.	The learner struggles to share ideas with people in the school and far away even when given infrequent support.
	2(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures	The learner consistently learns about other people and cultures by sharing with them using technology tools when given infrequent support.	The learner learns about other people and cultures by sharing with them using technology tools with increasing ability when given infrequent support.	The learner struggles to learn about other people and cultures by sharing with them using technology tools even when given infrequent support.
	2(C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and	The learner consistently chooses font, color, pictures, and animation to share what he or she has learned with different groups of people when given infrequent support.	The learner chooses font, color, pictures, and animation to share what he or she has learned with different groups of people with increasing ability when given infrequent support.	The learner struggles to choose font, color, pictures, and animation to share what he or she has learned with different groups of people even when given infrequent support.
	2(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments.	The learner consistently saves, finds, and uses the projects he or she makes using technology tools when given a little support.	The learner saves, finds, and uses the projects he or she makes using technology tools with increasing ability when given a little support.	The learner struggles to save, find, and use the projects he or she makes using technology tools even when given a little support.
Acquires and evaluates digital content (3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:	3(A) use search strategies to access information to guide inquiry;	The learner finds answers to questions using technology tools when given a little support.	The learner finds answers to questions using technology tools with increasing ability when given a little support.	The learner struggles to find answers to questions using technology tools even when given a little support.
	3(B) use research skills to build a knowledge base regarding a topic, task, or assignment; and	The learner uses technology tools to learn new facts when given infrequent support.	The learner uses technology tools to learn new facts with increasing ability when given infrequent support.	The learner struggles to use technology tools to learn new facts even when given infrequent support.

	3(C) evaluate the usefulness of acquired digital content.	The learner decides if new facts are useful when given a little support.	The learner decides if new facts are useful when given a little support.	The learner struggles to decide if new facts are useful even when given a little support.
Demonstrates knowledge of technology by using digital tools responsibly

(5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:

(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: | 5(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment; | The learner consistently shows that he or she knows how to follow the rules for using technology tools when given a little support. | The learner shows that he or she knows how to follow the rules for using technology tools with increasing ability when given a little support. | The learner struggles to show that he or she knows how to follow the rules for using technology tools even when given a little support. |
	6(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies;	The learner consistently uses technology vocabulary correctly when given infrequent support.	The learner uses technology vocabulary correctly with increasing ability when given infrequent support.	The learner struggles to use technology vocabulary correctly even when given infrequent support.
	6(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems;	The learner consistently uses the correct technology tool to save, find, organize, and solve problems when given a little support.	The learner use the correct technology tool to save, find, organize, and solve problems with increasing ability when given a little support.	The learner struggles to use the correct technology tool to save, find, organize, and solve problems even when given a little support.
	6(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files;	The learner consistently opens a program and creates, changes, prints and saves the activities he or she creates when given a little support.	The learner opens a program and creates, changes, prints and saves the activities he or she creates with increasing ability when given a little support.	The learner struggles to open a program and create, change, print and save the activities he or she creates even when given a little support.
	6(D) use a variety of input, output, and storage devices;	The learner consistently uses tools like the keyboard, mouse, printer, and H drive when using technology when given a little support.	The learner uses tools like the keyboard, mouse, printer, and H drive when using technology with increasing ability when given a little support.	The learner struggles to use tools like the keyboard, mouse, printer, and H drive when using technology even when given a little support.
	6(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning;	The learner consistently finds keys on the left side of the keyboard with his or her left hand and right	The learner finds keys on the left side of the keyboard with his or her left hand and right side of the keyboard	The learner struggles to find keys on the left side of the keyboard with his or her left hand and right side of

		side of the keyboard with his or her right hand when given infrequent support.	with his or her right hand with increasing ability when given infrequent support.	the keyboard with his or her right hand even when given infrequent support.
	6(F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and	The learner consistently uses letters, numbers, punctuation, symbols, the space bar, shift, tab, and enter when he or she types when given infrequent support.	The learner uses letters, numbers, punctuation, symbols, the space bar, shift, tab, and enter when he or she types with increasing ability when given infrequent support.	The learner struggles to use letters, numbers, punctuation, symbols, the space bar, shift, tab, and enter when he or she types even when given infrequent support.
	6(G) use the help feature online and in applications.	The learner consistently finds and uses the help section while using technology tools when given a little support.	The learner finds and uses the help section while using technology tools with increasing ability when given a little support.	The learner struggles to find and use the help section while using technology tools even when given a little support.
Use comprehension skills to analyze how various forms of media impact meaning	16(A) recognize different purposes of media (e.g., informational, entertainment);	The learner consistently recognizes different purposes of media when given infrequent support.	The learner recognizes different purposes of media with increasing ability when given infrequent support.	The learner struggles to recognize different purposes of media even when given infrequent support.
	16(B) describe techniques used to create media messages (e.g., sound, graphics);	The learner consistently can describe techniques used to create media messages when given infrequent support.	The learner can describe techniques used to create media messages with increasing ability when given infrequent support.	The learner struggles to describe techniques used to create media messages even when given infrequent support.
Listens attentively to others and speaks clearly using conventions of language	28(A) listen attentively to speakers and ask relevant questions to clarify information;	The learner consistently can listen attentively to speakers and respond appropriately when given infrequent support.	The learner can listen attentively to speakers and respond appropriately with increasing ability when given infrequent support.	The learner struggles to listen attentively to speakers and respond appropriately even when given infrequent support.
	28(B) follow, restate, and give oral instructions that involve a short related sequence of actions.	The learner consistently can follow, restate, and give oral instructions when given infrequent support.	The learner can follow, restate, and give oral instructions with increasing ability when given infrequent support.	The learner struggles to follow, restate, and give oral instructions even when given infrequent support.
	29(A) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language	The learner consistently can share information and ideas that focus on a topic when given infrequent support.	The learner can share information and ideas that focus on a topic with increasing ability when given infrequent support.	The learner struggles to share information and ideas that focus on a topic even when given infrequent support.

	30(A) follow agreed-upon rules for discussing, including listening to others, speaking when recognized, and making appropriate contributions.	The learner consistently can follow agreed-upon rules for discussion when given infrequent support.	The learner can follow agreed-upon rules for discussion with increasing ability when given infrequent support.	The learner struggles to follow agreed-upon rules for discussion even when given infrequent support.
Can locate a range of relevant sources, evaluate and present ideas and information	24(A) generate a list of topics of class-wide interest and formulate open-ended questions about one or two of the topics;	The learner consistently can generate a list of topics from class-wide interests when given infrequent support.	The learner can generate a list of topics from class-wide interests with increasing ability when given infrequent support.	The learner struggles to generate a list of topics from class-wide interests even when given infrequent support.
	24(B) decide what sources of information might be relevant to answer these questions.	The learner consistently can decide what sources of information might be relevant when given infrequent support.	The learner can decide what sources of information might be relevant with increasing ability when given infrequent support.	The learner struggles to decide what sources of information might be relevant even when given infrequent support.
	25(A) gather evidence from available sources (natural and personal) as well as from interviews with local experts;	The learner consistently can gather evidence from available sources when given infrequent support.	The learner can gather evidence from available sources with increasing ability when given infrequent support.	The learner struggles to gather evidence from available sources even when given infrequent support.
	25(B) use text features (e.g., table of contents, alphabetized index headings) in age-appropriate reference works (e.g., picture dictionaries) to locate information;	The learner consistently can use text features to locate information when given infrequent support.	The learner can use text features to locate information with increasing ability when given infrequent support.	The learner struggles to use text features to locate information even when given infrequent support.
	25(C) record basic information in simple visual formats (eg., notes, charts, picture graphs, diagrams).	The learner consistently can record basic information in simple formats when given infrequent support.	The learner can record basic information in simple formats with increasing ability when given infrequent support.	The learner struggles to record basic information in simple formats even when given infrequent support.
	26(A) revise the topic as a result of answers to initial research questions.	The learner consistently can revise a topics a result of answers to initial questions when given infrequent support.	The learner can revise a topics a result of answers to initial questions with increasing ability when given infrequent support.	The learner struggles to revise a topics a result of answers to initial questions even when given infrequent support.
	27(A) create a visual display or dramatization to convey the results of the research (with adult assistance).	The learner consistently can create a visual display or dramatization to convey results of the research when given infrequent support.	The learner can create a visual display or dramatization to convey results of the research with increasing ability when given infrequent support.	The learner struggles to create a visual display or dramatization to convey results of the research even when given infrequent support.