



School District 72 - Campbell River, B.C.

425 Pinecrest Road, Campbell River, B.C., V9W 3P2 • Tel: (250) 830-2300

# Student Progress Report Grade Two

Term \_\_\_\_\_

Student Name:
School:

Principal:
Teacher:

Adaptations are indicated by  . Please refer to your child's individual education plan (I.E.P).

## Student's Strengths:

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## Social & Emotional Development:

### Social Behaviour

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<b>SOCIAL DEVELOPMENT</b> <i>Interacting</i> <i>Participating</i>	<ul style="list-style-type: none"> <li>Requires ongoing support to interact positively with others.</li> <li>Participates with frequent support.</li> </ul>	<ul style="list-style-type: none"> <li>Requires some support to interact positively with others.</li> <li>Participates with some support.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts positively with others, with minimal guidance.</li> <li>Participates with occasional support.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently interacts positively with others.</li> <li>Participates independently.</li> </ul>
<b>EMOTIONAL DEVELOPMENT</b> <i>Identifying Emotions</i> <i>Problem-Solving</i>	<ul style="list-style-type: none"> <li>Needs ongoing support to identify feelings and react appropriately.</li> <li>Needs ongoing support to recognize problems and attempt strategies to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>Needs some support to identify feelings and react appropriately.</li> <li>Needs some support to recognize problems and to attempt strategies to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and appropriately expresses feelings; recognizes when adult help is needed.</li> <li>Usually recognizes problems and attempts to use strategies to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>Manages feelings independently and knows when adult help is needed.</li> <li>Recognizes problems and uses appropriate strategies to resolve them.</li> </ul>
<b>SOCIAL RESPONSIBILITY</b> <i>Contributing to a Group</i> <i>Respect</i> <i>Following Rules</i>	<ul style="list-style-type: none"> <li>Needs frequent encouragement to participate in and contribute to group activities.</li> <li>Requires guidance to be respectful of others and the environment.</li> <li>Needs ongoing support to identify and follow school rules and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Needs some encouragement to participate in and contribute to group activities.</li> <li>With some support is learning to be respectful of others and their environment.</li> <li>Needs some support to identify and follow school rules and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in and contributes to group activities.</li> <li>Is respectful of others and their environment and recognizes fair treatment of others.</li> <li>Follows school rules and understands the need for rules.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in and contributes to group activities, taking on extra responsibility.</li> <li>Treats others and their environment with respect and takes a stand when others are treated unfairly.</li> <li>Consistently follows school rules and is beginning to suggest ways to improve the school community.</li> </ul>

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## Intellectual Development:

### Learning Behaviours

\* Behaviours that research indicates are keys to success at school and in life.

Aspect	Rarely	Sometimes	Often
<b>USING SELF-CONTROL</b> <i>Engaged, focused, not distracted or distracting.</i>			
<b>EXHIBITING A POSITIVE ATTITUDE</b> <i>Eager, joyful, interested in/open to learning, has an "I can do it" attitude, participates fully.</i>			
<b>CURIOSITY</b> <i>Responds with wonder and awe, asks questions, observes closely, loves to discover and experiment, playful.</i>			
<b>PERSEVERANCE</b> <i>Has the attention span and interest to stick with play activities, to finish assignments and projects, to work through challenges with determination; doesn't give up easily – wants to figure things out on their own.</i>			
<b>STRIVING FOR ACCURACY</b> <i>Takes great care and strives to do his/her very best sometimes putting in that little bit of extra time and effort to take the assignment beyond expectations.</i>			
<b>ACTIVE THINKING</b> <i>Makes connections (That reminds me of... That's just like the time when...), asks thought-provoking questions and poses problems (I wonder what would happen if...), generates ideas, imaginative, creative – "thinks outside the box".</i>			

### Oral Language

Focus: \_\_\_\_\_

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<i>Speaking</i>	<ul style="list-style-type: none"> <li>• Generally does not speak when interacting with others.</li> <li>• Finds it challenging to stay on topic when sharing connections, stories or reports.</li> <li>• When presenting requires frequent support to recall ideas and organize thinking using a simple frame; finds it difficult to adjust tone and volume.</li> <li>• Often requires support to articulate and express ideas clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes uses speech to interact; takes turns.</li> <li>• With some support stays on topic, ideas expressed in a logical sequence with a couple of supporting details.</li> <li>• When presenting requires some support to recall ideas, organize thinking on a frame and adjust volume and tone to be understood.</li> <li>• Uses an increasing number of words correctly and beginning to express ideas more clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks to interact with others; takes turns.</li> <li>• Generally stays on topic; ideas told in a logical sequence with supporting details.</li> <li>• When presenting, uses prior knowledge, and organizes thinking using a framework; adjusts volume and tone to be understood.</li> <li>• Uses most words correctly and expresses ideas clearly; acquiring new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Capably uses speech to interact; responds to and builds upon the ideas of others.</li> <li>• Stays on topic; logically sequenced ideas with several supporting details; uses description and expression.</li> <li>• Presents ideas using rich background knowledge, organizes and rehearses thinking using a frame; expressive and easily heard.</li> <li>• Expresses ideas clearly and sometimes experiments with new and more precise vocabulary.</li> </ul>
<i>Listening</i>	<ul style="list-style-type: none"> <li>• Generally does not listen.</li> <li>• Finds it challenging to learn from oral instruction and to follow directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to listen.</li> <li>• Beginning to recall information, and make simple connections; with support can follow instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens respectfully and attentively.</li> <li>• Comprehends new ideas and vocabulary, responds with connections and follows instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens respectfully, attentively and thoughtfully.</li> <li>• Easily recalls ideas presented orally; responds with relevant questions and connections; consistently follows instructions.</li> </ul>

**Reading Across the Curriculum**

Focus: \_\_\_\_\_

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<i>Fluency and Comprehension</i>	<ul style="list-style-type: none"> <li>• Not yet able to read grade appropriate text.</li> <li>• Not yet able to read familiar selections.</li> </ul>	<ul style="list-style-type: none"> <li>• With support, reads grade appropriate text with some understanding.</li> <li>• With support, re-reads familiar selections.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands grade appropriate text with fluency and independence.</li> <li>• Independently selects and re-reads familiar selections or "just right" books.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and understands text beyond grade level expectations with fluency and independence.</li> <li>• Independently reads a variety of materials; often chooses to read.</li> </ul>
<i>Comprehension Strategies</i>	<ul style="list-style-type: none"> <li>• Not yet able to use strategies to understand the meaning of text.</li> </ul>	<ul style="list-style-type: none"> <li>• With support, is beginning to use a few strategies to develop meaning of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Before, during and after reading effectively uses a variety of strategies to deepen meaning of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently chooses from a repertoire of appropriate strategies to deepen understanding.</li> </ul>
<i>Word Recognition Strategies</i>	<ul style="list-style-type: none"> <li>• Not yet able to use strategies to figure out new words.</li> <li>• Not yet able to recognize high frequency words by sight.</li> </ul>	<ul style="list-style-type: none"> <li>• With support, is beginning to use a few strategies to figure out new words.</li> <li>• Recognizes some common sight words.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively uses a variety of strategies to figure out new words.</li> <li>• Recognizes many common sight words.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently reads most words encountered and applies strategies to figure out new words with ease.</li> <li>• Recognizes a rapidly increasing number of sight words.</li> </ul>
<i>Thinking</i>	<ul style="list-style-type: none"> <li>• Has difficulty expressing opinions or simple connections in response to reading.</li> </ul>	<ul style="list-style-type: none"> <li>• With support and discussion is beginning to express opinions and simple connections, adding details when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>• Readily expresses opinions of and connections to a text with some supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses opinions and connections, elaborating with examples from personal experiences, references to other texts and knowledge of the world.</li> </ul>

**Social Studies**

Focus: \_\_\_\_\_

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
KNOWLEDGE	<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of concepts at this time.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a beginning understanding of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding that goes beyond concepts covered in class.</li> </ul>

**Writing Across the Curriculum**

Focus: \_\_\_\_\_

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<b>MEANING</b> <i>Ideas and Information</i>	<ul style="list-style-type: none"> <li>Unclear topic with few details; often very short.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat clear topic including some details that may be irrelevant.</li> </ul>	<ul style="list-style-type: none"> <li>Clear topic including some relevant details.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, focused topic including supporting details; writing has a sense of purpose.</li> </ul>
<b>STYLE</b> <i>Clarity and Variety of Language</i>	<ul style="list-style-type: none"> <li>Writes short simple phrases or sentences; language may be unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Writes simple sentences that may be very short or long and rambling; uses simple, basic language.</li> </ul>	<ul style="list-style-type: none"> <li>Some variety in sentence length; includes some description.</li> </ul>	<ul style="list-style-type: none"> <li>Variety in sentence length and complexity; descriptive language.</li> </ul>
<b>FORM</b> <i>Organization</i>	<ul style="list-style-type: none"> <li>Does not resemble intended genre; unclear sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Includes some required features of the genre with minimal sequencing of events, ideas or facts; seldom uses connecting words.</li> </ul>	<ul style="list-style-type: none"> <li>Usually includes required features of the genre with loosely sequenced events, ideas or facts; uses a few connecting words.</li> </ul>	<ul style="list-style-type: none"> <li>Includes required features of the genre with logically sequenced events, ideas or facts; uses a variety of connecting words.</li> </ul>
<b>CONVENTIONS</b> <i>Spelling</i> <i>Punctuation and Capitalization</i> <i>Legibility</i>	<ul style="list-style-type: none"> <li>May omit letters and sounds in words.</li> <li>Often omits punctuation and uses capital letters incorrectly.</li> <li>Parts are legible.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent spelling errors; most sounds represented.</li> <li>Inconsistent use of punctuation and capitalization.</li> <li>Legible.</li> </ul>	<ul style="list-style-type: none"> <li>Most common words are spelled correctly.</li> <li>Occasional errors in punctuation; usually uses capitalization correctly.</li> <li>Legible; usually consistent in shape, size and spacing of letters and words.</li> </ul>	<ul style="list-style-type: none"> <li>Most spelling is correct.</li> <li>Uses punctuation and capitalization correctly.</li> <li>Legible with consistency in shape, size and spacing of letters and words.</li> </ul>

**Artistic and Aesthetic Development:**

**Visual and Performing Arts**

Focus: \_\_\_\_\_

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<b>ART</b> <b>DRAMA</b> <b>DANCE</b>	<ul style="list-style-type: none"> <li>Needs encouragement to communicate through art, drama, and/or dance.</li> </ul>	<ul style="list-style-type: none"> <li>Usually enjoys communicating and responding through art, drama and/or dance; takes some risks; usually willing to try new methods/materials.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys communicating and responding through art, drama and/or dance; willing to take risks; uses new materials proficiently and safely.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates through art, drama and/or dance enthusiastically, skillfully and creatively; enjoys using new methods/materials.</li> </ul>
<b>MUSIC</b> <i>Rhythm &amp; Melody</i>  <i>Participation</i>	<ul style="list-style-type: none"> <li>Not yet able to keep a beat, or reproduce or identify patterns or melodies.</li> <li>Needs significant encouragement to participate and engage appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Is developing the ability to keep a beat, or reproduce or identify patterns or melodies.</li> <li>With support, participates and engages appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Has developed increasing accuracy and complexity to keep a beat, or reproduce or identify patterns or melodies.</li> <li>Generally engaged and willingly participates.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accuracy and complexity to keep a beat, or reproduce or identify patterns or melodies.</li> <li>Highly curious and actively engaged in positive and respectful ways.</li> </ul>

Focus: \_\_\_\_\_

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<i>Number</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <li>Not yet able to make sense of number relationships.</li> <li>Not yet able to demonstrate an understanding of addition of numbers with answers to 100.</li> </ul>	<ul style="list-style-type: none"> <li>With support, attempts to make sense of number relationships.</li> <li>With support, demonstrates an understanding of addition of numbers with answers to 100 and their corresponding subtraction facts using pictures, numbers and words.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently makes sense of number relationships.</li> <li>Confidently demonstrates an understanding of addition of numbers with answers to 100 and their corresponding subtraction facts using pictures, numbers and words.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively and innovatively expands number relationships in an increasing range of situations.</li> <li>Clearly and confidently gives detailed explanations or demonstrations of understanding while engaged in addition and subtraction activities.</li> </ul>
<i>Patterns and Relations</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <li>Not yet able to make sense of basic patterning tasks.</li> <li>Not yet able to demonstrate and understanding of the meaning of equality and inequality.</li> </ul>	<ul style="list-style-type: none"> <li>With support, attempts to complete basic patterning tasks and give a simple explanation.</li> <li>With support, demonstrates a beginning understanding of the meaning of equality and inequality.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently and accurately completes basic patterning tasks and gives an explanation.</li> <li>Confidently demonstrates and articulates an understanding of equality and inequality.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly, accurately and confidently completes more complex patterning tasks and explains thinking in own words.</li> <li>Effectively and often innovatively demonstrates and explains an understanding of equality and inequality.</li> </ul>
<i>Measurement</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <li>Not yet able to demonstrate an understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>With support, demonstrates a beginning understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently demonstrates an understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly and confidently demonstrates a solid understanding of all concepts introduced and readily applies this knowledge to new situations.</li> </ul>
<i>Geometry</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <li>Not yet able to demonstrate an understanding the geometric concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>With support, is beginning to demonstrate an understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently demonstrates an understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly and confidently demonstrates a solid understanding of the concepts introduced and applies these understandings to other areas.</li> </ul>
<i>Data Analysis</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <li>Not yet able to collect, display and analyze data to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>With support, is beginning to be able to collect, display and analyze data to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently able to collect, display and analyze data to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively able to collect, sort, and display data in various ways, and analyse thoughtfully.</li> </ul>

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## Physical Development:

### Physical Education

Focus: \_\_\_\_\_

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
PARTICIPATION	<ul style="list-style-type: none"> <li>With support, and frequent rest intervals, participates in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in moderate physical activity with occasional rest intervals.</li> </ul>	<ul style="list-style-type: none"> <li>Usually participates actively in moderate to vigorous physical activities with short recovery periods.</li> </ul>	<ul style="list-style-type: none"> <li>Actively and independently participates in physical activities inside and outside the gym.</li> </ul>
HEALTHY LIVING	<ul style="list-style-type: none"> <li>With frequent support, gives one reason for the importance of healthy food, an active lifestyle and sleep.</li> </ul>	<ul style="list-style-type: none"> <li>With some support, gives reasons why healthy food, an active lifestyle and sleep is important.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently describes why healthy food, an active lifestyle and sleep is important.</li> </ul>	<ul style="list-style-type: none"> <li>Describes in detail why healthy food, an active lifestyle and sleep is important.</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>With frequent support, demonstrates some technique and control in manipulative and/or movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>With support, demonstrates correct technique and control in manipulative and/or movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>Usually demonstrates and maintains correct technique and control in manipulative and/or movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrates and maintains correct technique and control in manipulative and/or movement skills.</li> </ul>
SAFETY	<ul style="list-style-type: none"> <li>With frequent support, can sometimes follow safety rules and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Usually follows safety rules and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Follows safety rules and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Follows safety rules and routines and is a role model for others.</li> </ul>
FAIR PLAY	<ul style="list-style-type: none"> <li>With frequent teacher prompts, sometimes works cooperatively with others.</li> </ul>	<ul style="list-style-type: none"> <li>With support, works cooperatively with others and is beginning to show fairness and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Works cooperatively with others and shows fairness and respect.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates initiative in working cooperatively with others and models fairness and respect.</li> </ul>

Daily Physical Activity:

- Your child is meeting the prescribed learning outcomes of daily physical activity.
- Your child did not meet the prescribed learning outcomes of daily physical activity for this term. For next year, your child is encouraged to: \_\_\_\_\_

### Science

Focus: \_\_\_\_\_

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
SCIENTIFIC UNDERSTANDING	<ul style="list-style-type: none"> <li>Demonstrates limited understanding of concepts at this time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a beginning understanding of concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a solid understanding of concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates excellent understanding that goes beyond concepts covered in class.</li> </ul>

**Year Reflections:**

This year:

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Ways to support

\_\_\_\_\_’s

growth over the

summer

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Attendance:

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Teacher’s Signature

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Administrator’s Signature

Your child has been assigned to grade \_\_\_\_\_ for September of \_\_\_\_\_ .