



# Standards-Based Progress Report 2nd Grade - Quarter 1

Student Name:

Student ID:

Teacher:

Attendance	Q1	Q2	Q3	Q4	Total
Days Absent					
Times Tardy					

Phone Number: ( ) -  
Principal:

Performance Level Descriptors	
<b>4 Extending the Standard</b>	In addition to meeting the standard, the student shows in-depth understanding and application of the standard.
<b>3 Meeting the Standard</b>	The student shows full and consistent understanding of the standard independently.
<b>2 Approaching the Standard</b>	The student shows partial and/or inconsistent understanding of the standard independently.
<b>1 Developing the Standard</b>	The student shows initial understanding of the standard with support.
<b>NT Not taught this quarter</b>	
<b>IN Introduced but not assessed this quarter</b>	

Mathematics	Q1	Q2	Q3	Q4
<b>Number &amp; Number Sense</b>				
Utilizes counting strategies to determine and describe quantities up to 200				
Understands the ten-to-one relationship of the base 10 number system to represent, compare, and order whole numbers up to 999				
Uses reasoning and justification to solve problems that involve partitioning models into equal-sized parts				
Solves problems that involve counting and representing money amounts up to \$2.00				
<b>Computation and Estimation</b>				
Recognizes, describes, and demonstrates fluency of part-whole relationships for numbers up to 20				
Estimates, represents, solves, and justifies solutions to single-step and multistep problems using addition and subtraction with whole numbers				
Recalls with automaticity addition and subtraction facts within 20				
<b>Measurement and Geometry</b>				
Uses standard units (U.S. Customary) with appropriate tools to estimate, measure, and compare objects by length, weight, and liquid volume				
Understands the concept of time to the nearest five minutes, using analog and digital clocks				
Identifies, describes, and creates plane figures that have at least one line of symmetry and explains its relationship with congruency				
Describes, names, compares, and contrasts plane and solid figures				
<b>Probability and Statistics</b>				
Applies the data cycle with a focus on pictographs and bar graphs				
<b>Patterns, Functions, and Algebra</b>				
Describes, extends, creates, and transfers repeating and increasing patterns using representations				
Strengths and Goals:				

Habits of a Learner	Q1	Q2	Q3	Q4
I can take risks in my learning				
I am responsible for my materials				
I can persevere through difficult problems in my classwork				
I can keep work and ideas organized				
I can reflect on my own learning				
I participate successfully in group learning				
Strengths and Goals:				

English Language Arts	Q1	Q2	Q3	Q4
<b>Foundations for Reading</b>				
Orally identifies and produces various phonemes (individual sounds) within words to develop phonemic awareness				
Applies phonetic principles to read				
Applies phonetic principles to spell words				
<b>Reading and Vocabulary</b>				
Builds vocabulary and word knowledge based on grade two content and texts heard or read				
<b>Reading Literary Text and Informational Text</b>				
Uses textual evidence to demonstrate comprehension and build knowledge from a variety of literary and informational texts heard or read				
<b>Foundations for Writing and Language Use</b>				
Produces and expands complete sentences				
<b>Writing and Research</b>				
Writes in a variety of forms linked to grade two content and texts				
<b>Communication and Multimodal Literacies</b>				
Develops effective oral communication and collaboration skills				
Strengths and Goals:				

<b>Social-Emotional Learning</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Self-Awareness: Understands one's own emotions, thoughts, and values and how they influence behavior				
Self-Management: Manages one's emotions, thoughts, and behaviors effectively in different situations				
Social-Awareness: Understands the perspectives of and empathizes with others				
Relationships: Establishes and maintains healthy and supportive relationships				
Decision-Making: Makes caring and constructive choices about personal behavior and social interactions				
Strengths and Goals:				

<b>Expedition and Content</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Exhibits The Campbell Way (strong character) while participating in expedition experiences, fieldwork, and research				
Creates high-quality work during expeditions				
Demonstrates and applies grade level content standards in science				
Demonstrates and applies grade level content standards in social studies				
Strengths and Goals:				

<b>Art</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Creating: Creates works that convey personal meaning, independently uses tools and materials, and consistently participates and contributes				
Presenting: Independently presents a work of art and describes personal reasons for valuing works of art				
Responding: Independently describes and communicates meanings and feelings about artwork and recognizes the difference between personal opinion and informed judgment				
Connecting: Identifies how history, culture, and visual art influence each other; consistently interacts as an artist				
Strengths and Goals:				

<b>General Music</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
Singing: Develops and demonstrates skills in singing with increasing complexity (to include basic harmony and larger singing ranges)				
Movement: Responds to music through movement				
Playing Instruments: Accurately performs music using a variety of instruments				
Music Literacy and Vocabulary: Accurately uses music terminology and demonstrates music reading and notation skills				
Contribution: Demonstrates good citizenship and contributes to success in the music classroom				
Strengths and Goals:				

<b>Health and Physical Education</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Motor Skill Development</b>				
Performs locomotor skills (i.e., walking, running, hopping, galloping, and jumping)				
Performs non-locomotor skills (i.e., bending, pushing, turning, balancing, and rolling)				
Performs manipulative skills (i.e., eye-hand coordination skills, striking with short/long implements, and foot-eye coordination skills)				
Performs motor skills related to rhythm (i.e. jumping rope, moving to a beat and rhythmic patterns in personal and general space)				
<b>Health and Physical Education Concepts</b>				
Demonstrates an understanding of concepts and principles to be healthy and physically active				
<b>Healthy Decision Making and Wellness Promotion</b>				
Demonstrates appropriate health and wellness practices and behaviors to promote a safe and healthy environment for oneself and others				
Strengths and Goals:				