

# Grade 2 Progress Report 2019-2020

Name: Anne Gable



**This is an intentionally partial sample (two subject areas)**

<b>Student:</b> Anne Gables		<b>Teacher:</b>	
<b>Absences from class:</b>		<b>Times Late:</b>	
<b>Individual Education Plan:</b>		<b>Student Behavior Plan:</b>	<b>Other Support:</b>

<b>Behaviours for Success (not included in grade)</b>	
Responsibility	CONSISTENTLY
Organization	CONSISTENTLY
Independent Work	CONSISTENTLY
Collaboration	CONSISTENTLY
Initiative	CONSISTENTLY
Self-Regulation	CONSISTENTLY
<p>Anne has had a great start to the year. She consistently takes responsibility for her behaviour, and assumes responsibility within our class and school. Anne's excellent time management skills are clearly evidenced by her punctual submission of quality work. She consistently follows instructions and acts responsibly when working without supervision, and she always completes assigned activities during class time. Anne often leads group work when asked to problem solve with other students, and always works well with classmates to achieve set goals. She actively participates in the learning process, and always shows a willingness and enthusiasm for learning. Anne is clearly aware of her academic strengths and needs, and she sets appropriate academic goals and works hard to achieving them. Anne is encouraged to take leadership opportunities around the school.</p>	

<b>English Language Arts</b>	
<a href="https://curriculum.gov.bc.ca/curriculum/english-language-arts/2">https://curriculum.gov.bc.ca/curriculum/english-language-arts/2</a>	
<b>Comprehend and connect (reading, listening, viewing)</b>	
• Reads grade level text with purpose and understanding	DEVELOPING
• Uses prior knowledge (personal stories and experiences) to make meaning and build understanding	PROFICIENT
• Uses grade level reading strategies and skills to predict meaning	DEVELOPING
• Describes characters, settings, and major events in a story	PROFICIENT
• Uses features in informational texts e.g., headings, glossaries	PROFICIENT
• Understands that story in Yukon First Nations cultures connect the people to the land, the seasons, and local events	DEVELOPING
<b>Create and communicate (writing, speaking, representing)</b>	
• Communicates in writing in paragraphs, using appropriate conventions e.g., spelling, grammar, punctuation	PROFICIENT
• Exchanges ideas to build shared understanding	PROFICIENT
• Develops and strengthens writing as needed by planning, revising, and editing	DEVELOPING

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English Language Arts Comments
<p>Anne is engaged during circle time and encourages other students to join her. She is finding her voice and her place among her peers. Anne enjoys story time and sharing her life experiences. She often shares stories about her family and experiences. Recently Anne connected the main character in a story to her grandfather and was proud of this connection. She listens to stories and can reflect on key ideas. Anne contributes her ideas to the group and asks thoughtful questions. She is learning to use reading strategies and has a keen ability to identify details within a story. Anne really enjoys the writing centre and loves to represent her ideas through pictures and print. She was very proud of her stormy night story and how her cat was afraid of the thunder. Next term, Anne will be working on her ability to: ask questions related to the topic; write more detailed sentences using elaborate vocabulary based on her graphic organizers and ideas; make connections with self, text and world to extend her learning; and print a personal narrative to tell her story. Anne is encouraged to revise and edit her work to include rich vocabulary to enhance meaning. She could work on this at home, too, reading her draft work aloud to her parents for feedback.</p>

Physical and Health Education	
<a href="https://curriculum.gov.bc.ca/curriculum/physical-health-education/2">https://curriculum.gov.bc.ca/curriculum/physical-health-education/2</a>	
Physical Literacy	
<ul style="list-style-type: none"> <li>Demonstrate a variety of fundamental movement skills in a variety of physical activities and environments</li> </ul>	<p><b>PROFICIENT</b></p>
<ul style="list-style-type: none"> <li>Apply methods of monitoring exertion levels in physical activity</li> </ul>	<p><b>PROFICIENT</b></p>
<ul style="list-style-type: none"> <li>Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul>	<p><b>DEVELOPING</b></p>
<ul style="list-style-type: none"> <li>Identify and explain factors that contribute to positive experiences in different physical activities</li> </ul>	<p><b>DEVELOPING</b></p>
<p>Anne is developing fundamental movement skills in a range of physical activities such as running in a straight line and multiple directions, hopping over lines with two feet, and proper throwing technique with a ball. Anne has learned how to monitor her exertion levels in physical activity and understands various levels of perceived exertion (using a scale of 1-5). Anne consistently demonstrates safety and fair play in physical activities. She needs encouragement to take initiative with her peers and demonstrate positive leadership. With time, these leadership skills will develop. Occasionally Anne requires reminders to demonstrate respectful behaviour when participating in activities with others, but she listens well to feedback and incorporates positive strategies. She is learning that good communication skills are helpful for building healthy relationships. Anne can be supported at home by encouraging her to play outdoors for 60 minutes a day, and to use her words to describe her feelings when she is frustrated.</p>	