

## Progress Report – Grade 2



**GATES CHILI SCHOOLS**

*“Together we teach and inspire  
excellence for all learners.”*

School Name: \_\_\_\_\_  
 Principal: \_\_\_\_\_  
 School Address: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

School Year: \_\_\_\_\_  
 Student: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

The following achievement scale is used to describe student progress:  4 – Exceeding Grade Level Standard 3 – Meeting Grade Level Standard 2 – Progressing toward Grade Level Standard 1 – Working below Grade Level Standard ~ - Not marked at this time	The following scale is used to describe student effort:  C- Consistent I – Inconsistent AC – Area of Concern
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<b>English Language Arts</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort			
<b>Foundational Reading Skills</b>			
Knows and applies grade-level phonics skills			
Reads all common high-frequency words by sight			
Reads words with familiar spelling patterns			
Reads grade-level text with accuracy and fluency to support comprehension			
Applies strategies to read unfamiliar words			
<b>Reading Comprehension (Literary and Informational Text)</b>			
Asks and answers questions about key ideas and details in a text			
Identifies a main topic or central idea and retells key details in a text			
Summarizes portions of a text			
Describes how characters respond to major events and challenges			
Describes the connections between ideas, concepts, or a series of events			
Describes the overall structure of a text			
Identifies genres and makes connections between self, text, and the world			
<b>Writing</b>			
Writes an opinion to support claim(s), using clear reasons and relevant evidence			
Writes informative/explanatory texts that introduce a topic, uses facts, and provides a conclusion			
Writes narratives that recount experiences in a sequence of events, using actions, thoughts, and feelings			
Participates in shared research and writing projects			
Demonstrates command of the conventions (capitalization, punctuation, and spelling) of Standard English grammar and usage when writing or speaking			

<b>Speaking and Listening</b>			
Participates in conversations with peers and adults			
Expresses thoughts, feelings, and ideas clearly			
Follows agreed-upon rules for discussions and participates by actively listening, taking turns, and staying on topic			
Asks and answers questions			

<b>Math</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort			
<b>Mathematical Practices</b>			
Makes sense of problems and perseveres in solving them			
<b>Operations and Algebraic Thinking</b>			
Adds and subtracts within 20 fluently			
Represents and solves problems involving addition and subtraction within 100			
Works with equal groups of objects to gain foundations for multiplication			
<b>Number and Operations in Base Ten</b>			
Understands place value to 1,000			
Uses place value understanding and properties of operations to add and subtract			
<b>Measurement and Data</b>			
Measures and estimates lengths in standard units			
Relates addition and subtraction to length			
Tells and writes time to the nearest five minutes using analog and digital clocks			
Solves word problems involving money			
Represents and interprets data			
<b>Geometry</b>			
Divides shapes into equal parts			
Classifies two-dimensional figures			

<b>Social Studies</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort			
Gathers, uses, and interprets evidence and opinions of others			
Identifies patterns of the past, present, and future			
Identifies and describes similarities and differences between communities			
Identifies and describes geographic features			
Explains and describes a basic economic system and the role government plays			
Identifies the role and civic responsibilities of self and others			

<b>Science</b>	<b>1</b>	<b>2</b>	<b>3</b>
Effort			
Uses tools/materials to design and build a solution to a problem			
Makes observations and analyzes data			
Constructs an evidence-based argument to support a claim			
Plans and conducts investigations			

<b>Spartan Way as Demonstrated in the Classroom</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Respect:</b> Respects classroom materials, other's rights, feelings and property			
<b>Responsibility:</b> Focuses during instruction and uses strategies to manage emotions and behaviors			
<b>Hard work:</b> Approaches challenges with problem solving strategies, uses time effectively to produce his/her best work			
<b>Compassion:</b> Demonstrates positive interactions with peers and adults			

<b>Art</b>	<b>1</b>	<b>2</b>	<b>3</b>
Creating -Collaborates on multiple approaches to an art or design challenge			
Presenting - Categorizes artwork based on a theme or concept for presentation			
Responding and Connecting - Recognizes artwork as a form of expression			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

<b>Music</b>	<b>1</b>	<b>2</b>	<b>3</b>
Creating - Composing with and without notation, reading notation, improvising through movement, singing and instrument playing			
Performing - Steady beat, rhythm movement, dance, instrument playing			
Performing - Vocal skills			
Responding and Connecting - Analyzing through listening and from notation, evaluating performances, applying music vocabulary, relating to culture and history			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

<b>Physical Education</b>	<b>1</b>	<b>2</b>	<b>3</b>
Manipulative Skills - Kicking, Striking, Catching, Throwing, Ball Handling			
Movement Concepts / Nonmanipulative Skills - Spatial Awareness, Transferring Weight, Balance			
Locomotor Skills – Dancing, Skipping, Hopping, Running, Galloping, Sliding			
Fitness – Cardiovascular Endurance, Flexibility, Muscular Strength, Muscular Endurance, Body Composition			
Application of Rules, Concepts and Strategies			
Demonstrates Respect			
Demonstrates Responsibility			
Demonstrates Hard work			
Demonstrates Compassion			

<b>Comments</b>
Marking Period 1
Marking Period 2
Marking Period 3

<b>Attendance</b>	<b>1</b>	<b>2</b>	<b>3</b>
Days Possible			
Days Absent			
Days Tardy			