



Lake Union Conference Progress Report - Grade 2

STUDENT:  
 SCHOOL:  
 TEACHER:  
 YEAR: 2009-10



**MARKING CODE**

|  |  |
|--|--|
| <b>I</b>   | Achieves objectives and performs skills <u>independently</u> |
| <b>P</b>   | <u>Progressing</u> toward achieving objectives and skills    |
| <b>NT</b>  | <u>Needs more time</u> to develop                            |
| <b>A BLANK MEANS NOT INTRODUCED/EVALUATED AT THIS TIME</b> |  |

| GRADING PERIOD                                     | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| <b>MATH SKILLS</b>                                 |   |   |   |   |
| <b>Numeration</b>                                  |   |   |   |   |
| Counts in hundreds                                 |   |   |   |   |
| Understands hundreds, tens, ones                   |   |   |   |   |
| Knows ordinals 1st through 10th                    |   |   |   |   |
| Understands even/odds                              |   |   |   |   |
| Skip counts by "twos" and "threes"                 |   |   |   |   |
| <b>Operations</b>                                  |   |   |   |   |
| Knows addition/subtraction facts up to 20          |   |   |   |   |
| Adds two-digit numbers with renaming               |   |   |   |   |
| Subtracts two-digit numbers with renaming          |   |   |   |   |
| Adds three digit numbers with renaming             |   |   |   |   |
| Subtracts three digit numbers with renaming        |   |   |   |   |
| Adds a series of three numbers together            |   |   |   |   |
| Constructs fact families                           |   |   |   |   |
| <b>Estimation</b>                                  |   |   |   |   |
| Rounds to nearest ten                              |   |   |   |   |
| <b>Measurement</b>                                 |   |   |   |   |
| Understands cups, pints, quarts<br>gallons, liters |   |   |   |   |
| Measures feet, inches, cm, m                       |   |   |   |   |
| <b>Time and Money</b>                              |   |   |   |   |
| Tells time to five minute intervals                |   |   |   |   |
| Understands elapsed time                           |   |   |   |   |
| Identifies days and dates on calendar              |   |   |   |   |
| Determines one week before and after dates         |   |   |   |   |
| Counts change up to \$1.00                         |   |   |   |   |
| Counts on to make change                           |   |   |   |   |
| Adds and subtracts money                           |   |   |   |   |
| <b>Geometry</b>                                    |   |   |   |   |
| Identifies congruent shapes                        |   |   |   |   |
| Identifies spheres, cones, cylinders, cubes        |   |   |   |   |
| <b>Problem Solving</b>                             |   |   |   |   |
| Chooses the correct operation                      |   |   |   |   |
| Solves simple addition problems                    |   |   |   |   |
| Uses a graph/table                                 |   |   |   |   |
| Understands "about how many" (estimates)           |   |   |   |   |
| Makes a model/picture                              |   |   |   |   |
| <b>Fractions</b>                                   |   |   |   |   |
| Understands halves, thirds, fourths                |   |   |   |   |
| <b>LANGUAGE ARTS</b>                               |   |   |   |   |
| <b>Study and Research Skills</b>                   |   |   |   |   |
| Uses table of contents                             |   |   |   |   |
| Uses a primary dictionary                          |   |   |   |   |
| Locates books in a library                         |   |   |   |   |
| <b>Listening</b>                                   |   |   |   |   |
| Comprehends the speaker's message                  |   |   |   |   |
| Responds to the speaker                            |   |   |   |   |

*continued on next page*

| GRADING PERIOD   | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
| <b>LANGUAGE ARTS</b>   |   |   |   |   |
| <b>Speaking</b>  |   |   |   |   |
| Recites memory verses, poems, etc.                                   |   |   |   |   |
| Gives a brief speech about one thing or idea                         |   |   |   |   |
| Tells a brief story  |   |   |   |   |
| Takes turns in a group discussion                                    |   |   |   |   |
| Speaks audibly and enunciates words                                  |   |   |   |   |
| <b>Reading/Literature</b>  |   |   |   |   |
| Knows sight words previously taught                                  |   |   |   |   |
| Uses letter sounds to decode new words                               |   |   |   |   |
| Uses context clues to identify new words                             |   |   |   |   |
| Identifies root words  |   |   |   |   |
| Understands prefixes and suffixes                                    |   |   |   |   |
| Creates and uses compound words                                      |   |   |   |   |
| Understands and uses basic syllabication                             |   |   |   |   |
| Comprehends what is read   |   |   |   |   |
| Recognizes the main ideas and supporting details                     |   |   |   |   |
| Draws conclusions  |   |   |   |   |
| Recognizes problems and solutions in a story                         |   |   |   |   |
| Reads aloud smoothly with some expression                            |   |   |   |   |
| Differentiates fact and opinion                                      |   |   |   |   |
| <b>Process Writing</b>   |   |   |   |   |
| Understands and uses prewriting procedures                           |   |   |   |   |
| Organizes thoughts into logical sequence                             |   |   |   |   |
| Uses creativity in expressing ideas                                  |   |   |   |   |
| Writes a paragraph with topic sentence/details                       |   |   |   |   |
| Writes expressive sentences  |   |   |   |   |
| Writes a simple short story  |   |   |   |   |
| Writes in poetic form  |   |   |   |   |
| Proofreads and edits writing   |   |   |   |   |
| <b>Grammar/Mechanics</b>   |   |   |   |   |
| Capitalizes most proper nouns (names, places, titles, abbreviations) |   |   |   |   |
| Uses correct sentence ending marks                                   |   |   |   |   |
| Uses periods after abbreviations                                     |   |   |   |   |
| Uses periods after initials  |   |   |   |   |
| Uses commas between day/year, city/state                             |   |   |   |   |
| Uses commas in greeting and closing                                  |   |   |   |   |
| Uses commas in a series  |   |   |   |   |
| Understands nouns  |   |   |   |   |
| Understands verbs  |   |   |   |   |
| Understands describing words (adjectives)                            |   |   |   |   |
| Understands subject-predicate order                                  |   |   |   |   |
| Alphabetizes by first two letters                                    |   |   |   |   |
| <b>Handwriting</b>   |   |   |   |   |
| Forms all letters correctly (printing)                               |   |   |   |   |
| Uses correct spacing between letters/words                           |   |   |   |   |
| Uses margins   |   |   |   |   |
| Writes headings correctly  |   |   |   |   |
| <b>Spelling</b>  |   |   |   |   |
| Word list  |   |   |   |   |
| Applies correct spelling to written work                             |   |   |   |   |

| GRADING PERIOD                                | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| <b>SCIENCE</b>                                |   |   |   |   |
| Engages in scientific process                 |   |   |   |   |
| Understands and applies concepts              |   |   |   |   |
| <b>BIBLE</b>                                  |   |   |   |   |
| Learns memory verses                          |   |   |   |   |
| Listens to Bible stories                      |   |   |   |   |
| Locates Bible texts                           |   |   |   |   |
| <b>COMPUTER SKILLS</b>                        |   |   |   |   |
| Demonstrates proper care/use of CD Roms/Disks |   |   |   |   |
| Uses academic software programs               |   |   |   |   |
| <b>SOCIAL STUDIES</b>                         |   |   |   |   |
| Demonstrates community awareness              |   |   |   |   |
| Demonstrates cultural awareness               |   |   |   |   |
| Demonstrates basic map skills                 |   |   |   |   |
| <b>ART</b>                                    |   |   |   |   |
| Participates in art projects                  |   |   |   |   |
| Tries to produce quality work                 |   |   |   |   |
| <b>MUSIC</b>                                  |   |   |   |   |
| Participates in music activities              |   |   |   |   |
| <b>PHYSICAL EDUCATION</b>                     |   |   |   |   |
| Participates in fitness activities            |   |   |   |   |
| Demonstrates good sportsmanship               |   |   |   |   |

**INSTRUCTIONAL LEVEL CODE**

|          |  |
|----------|--|
| <b>X</b> | Student is working with enrichment materials and/or accelerated instruction            |
| <b>Y</b> | Student is functioning on grade level without modification or extra assistance         |
| <b>Z</b> | Student is receiving modification of assignments, materials, and/or special assistance |

| INSTRUCTIONAL LEVEL | QUARTER |   |   |   |
|---------------------|---------|---|---|---|
| SUBJECT             | 1       | 2 | 3 | 4 |
| English             |         |   |   |   |
| Mathematics         |         |   |   |   |
| Reading             |         |   |   |   |

**INFORMATION FOR PARENTS:**

The goal of the report card committee is to provide a format that best communicates the educational progress of each students to his/her parents. An instructional level section in grades K-8 provides a place for teachers to indicate whether a student is working above, at, or below grade level in the critical skills-based subject areas.

**WORK HABITS/CHARACTER DEVELOPMENT CODE**

|   |                   |
|---|-------------------|
| 1 | Commendable       |
| 2 | Acceptable        |
| 3 | Making progress   |
| 4 | Needs improvement |

| WORK HABITS              | QUARTER |   |   |   |
|--------------------------|---------|---|---|---|
|                          | 1       | 2 | 3 | 4 |
| Works well independently |         |   |   |   |
| Works well cooperatively |         |   |   |   |
| Completes work on time   |         |   |   |   |
| Produces quality work    |         |   |   |   |

| CHARACTER DEVELOPMENT                  | QUARTER |   |   |   |
|--|---------|---|---|---|
|  | 1       | 2 | 3 | 4 |
| Respects rights and feelings of others |         |   |   |   |
| Respects authority                     |         |   |   |   |
| Respects personal & public property    |         |   |   |   |
| Demonstrates reverence                 |         |   |   |   |
| Observes rules and procedures          |         |   |   |   |

| ATTENDANCE   | QUARTER |   |   |   | TOTAL |
|--------------|---------|---|---|---|-------|
|              | 1       | 2 | 3 | 4 |       |
| Days present |         |   |   |   | 0.0   |
| Days absent  |         |   |   |   | 0.0   |
| Times tardy  |         |   |   |   | 0.0   |

Grade placement for next school year:

Teacher signature .....

Date:

Most educators agree that labeling children in their early years as A, B, C, D, and F students is not beneficial. As Seventh-day Adventist educators we are truly concerned about assisting children to develop holistically. Since children develop at different rates, the goal is to communicate progress without labeling the child. Thus a checklist is provided that will give parents specific information rather than A, B, C, D and F or an O, S, P, N format.