



**Palo Alto Unified
School District**

Mom 02 STUDENT	95031960	Grade 02 STUDENT	Grade 02
518 Memorial Way		Elementary School Name	
Stanford, CA 94305-5015		Gr2 Teacher	

The purpose of this progress report is to communicate students' social-emotional learning and academic progress based on PAUSD expectations and as informed by the Common Core State Standards. It highlights current performance levels, student strengths, and areas for continued growth.

Trimester 3 (T3) Overall Comments
Teacher comment goes here

Trimester 2 (T2) Overall Comments
Teacher comment goes here

Trimester 1 (T1) Overall Comments
Teacher comment goes here

Social and Emotional Learning Progress Indicators

S	Area of strength
P	Progressing
C	Area of concern

Social and Emotional Learning		T1	T2	T3
Self-Management	Uses strategies to manage and moderate emotions in various situations			
	Makes effective choices to complete learning tasks			
	Works independently and seeks help when needed			
	Engages willingly in new experiences			
	Persists when faced with challenges and tries different approaches			
Self-Awareness	Identifies personal strengths and areas to improve upon			
	Demonstrates personal best effort			
	Is aware of personal actions and modifies behavior with support			
Social Awareness	Understands that individuals in communities have different points of view			
	Follows classroom routines and procedures and recognizes ways to support classmates			
	Forms positive relationships with classmates; develops skills for working with partners and teams			
Relationship Skills	Demonstrates active listening along with appropriately initiating, joining, and interrupting conversations with adults and peers			
	Demonstrates cooperation in play and classroom activities			
	Learns and uses strategies for resolving conflicts with peers			

Social and Emotional Learning Comments
T3: Teacher has the option of putting a comment here

Progress Indicators for Academics (T1, T2)

End of Year Progress (T3)

S	Area of strength	X	Exceeded standard
P	Progressing	M	Met standard
C	Area of concern	N	Did not meet standard
NA	Not taught or not assessed		

English Language Arts				
Reading		T1	T2	T3
Key Ideas/Details	Identifies the central message in fictional texts and recounts using details about characters, setting, and main events			
	Identifies the main topic by finding key ideas in multiple informational paragraphs			
Craft/Structure	Uses text features (e.g., subheadings, diagrams, captions, charts, glossaries, and indexes) to gain understanding			
Integration of Knowledge and Ideas	Compares and contrasts the most important points in similar texts			
Foundational Skills	Reads grade-level texts with accuracy and fluency using multiple strategies (e.g. sounding out and rereading) in order to understand the text			
Range of Reading	Understands grade-level texts in a variety of genres (e.g., folk tales, fairy tales, and science texts)			
Writing		T1	T2	T3
Types and Purposes	Writes a sequenced narrative with details			
	Writes an informational text on a topic with an introduction, conclusion, facts, and definitions			
	Writes an opinion piece with an introduction and conclusion, supplies reasons for the opinion, and uses linking words			
Production and Distribution	Revises and edits a piece of writing with assistance			
	Uses a variety of digital tools to collaborate, produce, and publish			
Research to Build and Present Knowledge	Participates in shared research and writing projects			
Range of writing	Writes routinely over extended and shorter time frames for a variety of purposes			
Listening/Speaking		T1	T2	T3
Comprehension and Collaboration	Participates in small and large-group conversations respectfully, builds on ideas of others, and expresses own ideas			
Presentation of Knowledge and Ideas	Speaks audibly in complete sentences to tell a story or recount an experience			
Language		T1	T2	T3
Conventions of Standard English	Speaks and writes using grade-appropriate conventions and spelling			
Vocabulary Acquisition and Use	Determines the meaning of new, unknown, and multiple-meaning words			
English Language Arts Comments				
<i>T3: Teacher has the option of putting a comment here</i>				

Mathematics		T1	T2	T3
Operations and Algebraic Thinking	Solves problems with addition using numbers between zero and 100			
	Solves problems with subtraction using numbers between zero and 100			
	Understands the relationship between addition and subtraction			
Measurement	Measures and estimates length using standard units (e.g., inches and centimeters)			
Geometry	Recognizes two- and 3-dimensional shapes by their attributes and angles			
Number and Operations in Base 10	Understands place value to 1,000 (e.g., 945 = 9 hundreds, 4 tens, and 5 ones)			
Math Practices	Makes sense of problems and perseveres in solving them: students realize that mathematics involves planning an approach and solving problems in multiple ways			
	Constructs viable arguments and critiques the reasoning of others: students explain their own thinking, listen to others' explanations, and ask appropriate questions			
	Uses appropriate tools strategically: when solving a problem, students understand which tools are the most appropriate to use (e.g., objects, drawings, and estimation)			
	Attends to precision: students begin to accurately calculate, measure, and communicate with precise math language			

Mathematics Comments

T3: Teacher has the option of putting a comment here

Science		T1	T2	T3
Content	Demonstrates an understanding of content and concepts in physical science			
	Demonstrates an understanding of content and concepts in earth science			
	Demonstrates an understanding of content and concepts in life science			
Process Skills	Makes predictions based on observed patterns rather than random guessing			
	Writes or draws descriptions of a sequence of steps, events, and observations			
	Participates in guided scientific investigations and discussions			

Science Comments

T3: Teacher has the option of putting a comment here

Social Studies		T1	T2	T3
	Demonstrates an understanding of content, concepts, and vocabulary			
	Applies critical thinking and cultural awareness in discussions			

Social Studies Comments

T3: Teacher has the option of putting a comment here

Art, Music and PE Progress Indicators

S	Area of strength
P	Progressing
C	Area of concern

Art, Music, Physical Education		T1	T2	T3
Art	Creatively expresses original ideas in a variety of media			
Music Gr2 Music Teacher	Participates appropriately in singing, listening, instrument, and movement activities			
	Demonstrates skills in musical concepts (e.g., steady beat, rhythm, and pitch)			
Physical Education Gr2 PE Teacher	Demonstrates self-control of body, voice, and personal space			
	Demonstrates age-appropriate, motor-skill development			
	Abides by class guidelines with regard to safety, responsibility, effort, participation, and good-sport behavior			

Attendance					
T1 Absent	T1 Tardy	T2 Absent	T2 Tardy	T3 Absent	T3 Tardy
3	0	2	0	0	0