Sweet Home Central School District
Grade 2 Progress Report
2018-19 School Year

Glendale Elementary School
Mrs. Joleen Dimitroff, Principal
716- 250-1500

Student Name: John Doe
Teacher: Mrs. Smith
Reporting Term: 1

This report is to inform you of the progress and accomplishments of your child at meeting NYS and district learning standards. These ratings indicate a student's level of proficiency on the skills, knowledge and understandings taught so far during the reporting period. If you wish to discuss your child's progress, please contact your child's teacher.

Your Child's Attendance	T1	T2	T3
Possible Attendance Days			
Days Absent			
Days Tardy			

Habits and Behaviors for Success	T1	T2	T3
Willing to take risks as a learner			
Understands and communicates feelings and needs			
Recognizes the feelings of others			
Follows expected rules and routines			
Accepts responsibility for own behavior			
Practices self-control			
Deals with conflicts constructively			
Works without disturbing others			
Cooperates with others			
Listens and follow directions			
Works independently with stamina			

Indicators of Effort, Habits and Behaviors for Success		
C	Consistent	Consistently displays skill, behavior and/or effort. • Consistent class participation, quality and quantity of work, engagement in learning and completion of class assignments
I	Inconsistent/ Some of the Time	Inconsistently displays skill and behavior requiring some adult support • Some effort in areas of class participation, quality and quantity of work, engagement and completion of class assignments
AC	Area of Concern	Behavior and skill impacting learning. • Needs improvement in areas of participation and completion of classroom tasks and activities

District Mission Statement:

Sweet Home Schools….
Every Student,
One Community,
Ready for the future.

We empower students to be innovative, self-directed, curious, compassionate, resilient, persistent, lifelong learners.

Comments- Term 1

Comments- Term 2

Comments- Term 3

Progress in content area studies on the next page

Indicators of Academic Performance and Behavior		
4	Exceeding/ Distinguished	Consistently achieves beyond grade level standards and expectations
3	Secure/ Meeting	Meets and demonstrates grade level standards and expectations consistently and independently
2	Developing/ Progressing	Progressing toward grade level standards and expectations but still needs some teacher support and direction
1	Beginning/ Not Yet Demonstrating	Not yet demonstrating consistent progress toward grade level standards and expectations. Requires teacher support and direction.
NA	Not Assessed	Not assessed during this term

Indicators of Effort, Habits and Behaviors for Success		
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English Language Arts (ELA)	T1	T2	T3
Overall Reading			
Effort			
Analyzes a text to describe how the author uses words, structures and story elements or text features for effect.			
Knows and uses phonics skills to solve unknown words.			
Reads grade-level text with sufficient accuracy and fluency to support comprehension.			
Identifies a main topic or central idea and retells key details summarizing a portion of a text.			
Monitors comprehension and applies reading strategies flexibly.			
Overall Writing			
Effort			
Writes opinion, informational and/or narrative pieces according to grade level expectations.			
Strengthens writing by planning, revising, editing, rewriting, or trying a new approach.			
Researches information and ideas to grow personal understanding and present knowledge to others.			
Analyzes mentor texts to enhance writing.			
Speaking and Listening	**T1**	**T2**	**T3**
Participates in conversations with peers and adults for a variety of purposes.			
Develops and answers questions to clarify what the speaker says.			
Uses new vocabulary gained through reading texts and conversations.			
Expresses thoughts, feelings, and ideas clearly, adapting language according to the situation.			
Language and Word Study	**T1**	**T2**	**T3**
Demonstrates command of grade level spelling skills.			
Uses knowledge of language and its conventions when writing, speaking, reading or listening.			
Reads and writes common grade level specific high frequency words.			
If this box is checked your child is receiving some level of Academic Intervention Service in ELA.			

Mathematics	T1	T2	T3
Overall Math			
Effort			
Represents and solves addition and subtraction problems.			
Works with equal groups of objects to gain foundations for multiplication.			
Understands place value.			
Uses place value and properties of operations to add and subtract.			
Adds and subtracts fluently within 20 from memory.			
Measures and estimates lengths using standard units of measurement (in, cm, etc.)			
Relates addition and subtraction to length.			
Tells and writes time to nearest five minute increment using AM and PM.			
Counts mixed collection of coins to solve math problems to a sum of up to one dollar.			
Represents and interprets data.			
Uses, identifies and compares shapes and their attributes.			
Math Practices	**T1**	**T2**	**T3**
Tries to understand and solve math problems without giving up.			
Thinks about numbers in many ways.			
Can explain their own thinking and tries to understand other students' strategies.			
Uses math symbols and numbers to show work in different ways.			
Uses math tools, pictures, drawings and objects to solve problems.			
Works carefully and checks work.			
Uses what they know about math to solve problems.			
Solves problems by looking for rules and patterns.			
If this box is checked your child is receiving some level of Academic Intervention Service in Math.			

Science	T1	T2	T3
Effort			
Science Content/ Understandings			
Science Practices			

Social Studies	T1	T2	T3
Effort			
Social Studies Content/ Understandings			
Social Studies Practices			

Unified Arts Report

Visual Arts Education	T1	T3
Explores with materials to create artwork.		
Demonstrates basic understanding of art content and vocabulary.		
Discusses the use of art to communicate ideas.		
Works with care and effort.		

Comments Term 1

Comments Term 3

Music Education	T1	T3
Reads, recognizes and performs melodic examples.		
Reads, recognizes and performs rhythmic examples to a steady beat.		
Matches pitches and sings in tune.		
Works with care and effort.		

Comments Term 1

Comments Term 3

Physical Education	T1	T3
Demonstrates fundamental movement.		
Shows respect for self, others, and equipment.		
Demonstrates responsibility and preparedness.		

Comments Term 1

Comments Term 3