



Student Progress Report

2018-2019 School Year

Grade: 2

Purpose Statement

The purpose of the North Kansas City Schools report card is to communicate the students progress toward learning standards and demonstrating work and life skills. This feedback will support a partnership among students, parents and teachers in setting goals and monitoring progress toward meeting the established standards.

Student's Name:

Student Number:

Homeroom:

Principal:

Web Site: <http://www.nkcschools.org/>

Explanation of Marking System

M = Mastery: Your child has independently demonstrated mastery of this objective based upon this quarter's assessments.

P = Progressing Toward Mastery: Your child has made adequate progress toward independently demonstrated mastery of this objective based upon this quarter's assessments. Your child needs additional work on this objective to reach mastery.

N = Not Making Adequate Progress: This is an area of concern. Your child has not made adequate progress toward independently demonstrated mastery of this objective based upon this quarter's assessments.

*** = Introduced but Not Assessed:** This objective has been introduced this quarter, but not yet assessed for mastery.

Not Marked: This objective was neither taught nor assessed during this quarter.

Reading Level Expectations (based on the work of Fountas & Pinnell)

| Stage | Emergent = EM | Early = EA | Transitional = TR | Fluent=FL |
|-------|---------------|------------|-------------------|-----------|
| Level | At = | Above + | Below - | |

Reading Levels

| | Q1 | Q2 | Q3 | Q4 |
|--|----|----|----|----|
| Student Reading Stage (EM, EA, TR, FL) | | | | |
| Independent Reading Level (+, -, =) | | | | |

Measurement Topics

Q1 Q2 Q3 Q4

| English Language Arts - | | | | |
|--|--|--|--|--|
| (x) Indicates Modified Curriculum | | | | |
| Reading: Develop/Apply Skills to the Reading Process | | | | |
| Reading: Fiction, Poetry and Drama | | | | |
| Reading: Nonfiction | | | | |
| Reading: Digital Media | | | | |
| Reading Foundations | | | | |
| Writing Process | | | | |
| Writing: Opinion, Informative, Narrative | | | | |
| Writing: Research Process | | | | |
| Language | | | | |
| Speaking and Listening | | | | |

Measurement Topics

Q1 Q2 Q3 Q4

| Mathematics - | | | | |
|--|--|--|--|--|
| (x) Indicates Modified Curriculum | | | | |
| Understand place value of three-digit numbers | | | | |
| Use place value understanding and properties of operations to add and subtract | | | | |
| Represent and solve problems involving addition and subtraction | | | | |
| Add and subtract within 20 | | | | |
| Develop foundations for multiplication and division | | | | |
| Reason with shapes and their attributes | | | | |
| Measure and estimate lengths in standard units | | | | |
| Relate addition and subtraction to length | | | | |
| Work with time and money | | | | |
| Represent and interpret data | | | | |
| Science - | | | | |
| (x) Indicates Modified Curriculum | | | | |
| Force and Motion | | | | |
| Matter and Energy | | | | |
| Earth's Systems | | | | |
| Earth's Place in the Universe | | | | |
| Ecosystems | | | | |
| Science and Engineering Practices | | | | |
| Social Studies - | | | | |
| (x) Indicates Modified Curriculum | | | | |
| Democracy | | | | |
| Economics | | | | |
| Interactions Between Cultures and People | | | | |
| Geography and Geographic Tools | | | | |
| U.S. Documents and Symbols | | | | |
| Influential Individuals | | | | |
| People, Places and the Environment | | | | |
| Art - | | | | |
| Applies visual concepts and techniques successfully | | | | |
| Perseveres in artwork through completion | | | | |
| Engages in behaviors that promote learning | | | | |
| Music - | | | | |
| Rhythm | | | | |
| Melody | | | | |
| Participation | | | | |

| Measurement Topics | Q1 | Q2 | Q3 | Q4 |
|---|----|----|----|----|
| Physical Education - | | | | |
| Social and Emotional Wellbeing | | | | |
| Physical Wellness | | | | |
| Disease and Hygiene | | | | |
| Risk Assessment | | | | |
| Health - | | | | |
| Cooperative Learning | | | | |
| Movement Concepts | | | | |
| Manipulative Skills | | | | |
| Health-related Fitness | | | | |
| Behaviors That Promote Learning - | | | | |
| Demonstrates effort and strives for quality | | | | |
| Completes assignments on time | | | | |
| Demonstrates organizational skills | | | | |
| Stays actively engaged in classroom activities | | | | |
| Participates and contributes productively in various settings | | | | |
| Follows classroom procedures and routines | | | | |
| Honors rights, property, views of others; resolves peer conflicts | | | | |
| Eager to learn, positive attitude | | | | |
| Builds relationships of trust, respect with peers and adults | | | | |
| Adapts to new situations | | | | |
| Follows oral and written directions | | | | |
| Uses supplies and equipment correctly | | | | |

1st Quarter Teacher Comments:

2nd Quarter Teacher Comments:

3rd Quarter Teacher Comments:

4th Quarter Teacher Comments:

Teacher Signature