



**2023-2024 Communicating Student Learning**

**Grade K - 3**  Term 1  Term 2

**School Address**

Student Name: \_\_\_\_\_ Grade:  2  Div.:  00  Teacher: \_\_\_\_\_

Communication	Thinking	Personal and Social
<ul style="list-style-type: none"> <li>• Connects and engages with others</li> <li>• Acquires, interprets and presents information</li> <li>• Explains, recounts and reflects on experiences</li> <li>• Collaborates with others to plan, carry out and review constructions and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Is curious and interested in learning</li> <li>• Generates questions</li> <li>• Demonstrates flexibility and creativity</li> <li>• Thinks beyond the obvious, innovates</li> <li>• Uses knowledge and creativity to generate ideas and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies strengths and areas for growth</li> <li>• Contributes to the learning community</li> <li>• Identifies and manages emotions</li> <li>• Solves problems in peaceful ways</li> <li>• Demonstrates positive cultural identity and values differences in others</li> <li>• Perseveres</li> <li>• Sets goals and works towards achieving them</li> </ul>

**Self-Reflection (Student generated examples)**

(completed in class)

SAMPLE

Student Name: \_\_\_\_\_ Grade:  2  Div.:  00  Teacher: \_\_\_\_\_

This assessment describes the student's learning progress based on teacher's professional judgement according to widely held expectations for this time of the year and this age group. Discussion regarding each curricular area will occur during the two formal student inclusive conferences.

<b>Curricular Competencies and Content</b>				
* Assessed based on the goals of the IEP				
<u>Subject Areas</u>	EMG	DEV	PRF	EXT
Language Arts		X*		
Mathematics		X*		
Science			x	
Social Studies			x	
Physical and Health Education			x	
Arts Education			x	
Career Education	Not assessed this term			
ADST (Applied Design, Skills, and Technologies)			x	

<b>Areas of strength and areas requiring further development / support</b>
<p>Wilma is working towards the goals set out by her IEP.</p> <p>Wilma is an enthusiastic learner who comes to school with a positive attitude and willingness to learn. Wilma has adjusted well to the expectations of the classroom. Wilma often needs support when things are new. Wilma is encouraged to have more confidence and to try things on her own before she says, "I don't get it."</p> <p>*reads decodable texts with word manner, will attempt to sound out unfamiliar words.</p> <p>*writes phonetically with some blends</p> <p>*working on number sense; with initial support is able to represent numbers in various forms (standard, expanded, word and base ten)</p> <p>*working on skip counting by 10's and 5's from various starting points (encouraged to use 100 chart)</p> <p>*with some support is able to add numbers to 20, encouraged to use known strategies</p> <p>*has letter and number reversals</p>

Student Name: \_\_\_\_\_ Grade:  2  Div.:  00  Teacher: \_\_\_\_\_

**Collaborative goals and next steps**

**Goal:** I want to get better at reading with friends.

**Next Steps:** Continue to attend to daily lessons with small group instruction and encouraged to read at home.

English Language Learner

Individualized Education Plan

Attendance data

[Empty dashed box for attendance data]

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent or Guardian Signature for in person conferences

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Principal's signature