


Student Name _____ Homeroom Teacher(s) _____ General Music Teacher _____ PE Teacher _____ Year _____ Grade: 2 School <input type="checkbox"/> GPES <input type="checkbox"/> LWES <input type="checkbox"/> RCES <input type="checkbox"/> SLES <input type="checkbox"/> Student is recommended for placement in grade 3. <input type="checkbox"/> Summer School Recommended				TAHOMA SCHOOL DISTRICT NO. 409 MAPLE VALLEY, WASHINGTON GRADE TWO REPORT CARD				 SCHOOL DISTRICT NO. 409				ATTENDANCE	1	2	3
								Days Tardy							
								Days Present							
								Days Absent							
								SPECIAL SERVICES							
								RAP							
								Special Education:							
								Other:							
				1	2	3					1	2	3		
READING				WRITING				MATHEMATICS							
Effort				Effort				Effort							
EALR #1: APPLIES SKILLS AND STRATEGIES				EALR #1: WRITES CLEARLY AND EFFECTIVELY				EALR #1: APPLIES BASIC SKILLS							
Applies reading strategies (phonics, context, meaning)				Concept and Design: Ideas and Organization				Computation							
Recognizes high frequency words				Fluency				Math Facts + -							
Reads fluently/Oral reading				Conventions (Mechanics)				Addition Strategies							
EALR #2: COMPREHENDS TEXT				Uses sounds to spell words				Subtraction Strategies							
Retells or recalls details of text				Develops core of correctly spelled words				Number Sense							
Reads with understanding				Letter Formation				Number Formation							
EALR #3: READS FOR A VARIETY OF PURPOSES				EALR #2: WRITES FOR VARIOUS PURPOSES				Counts and writes by 1s, 2s, 5s, 10s							
Selects and reads fiction				Journals/Stories				Money							
Selects and reads non-fiction				EALR #3: USES THE WRITING PROCESS				Place Value							
EALR #4: SETS GOALS AND EVALUATES PROGRESS				Pre-Writing				Measurement							
Shares responses to reading				Drafting				US/Metric							
Shares favorite reading materials				Revising				Tells time to hr., ½ hr., ¼ hr., 5 min.							
Sets reading goals				Editing				Geometry							
				Publishing				Probability and Statistics: Graphing and Tallying							
				EALR #4: ANALYZES AND EVALUATES OWN WORK				Algebra/Patterns							
COMMUNICATION				Self-reflects on written work				EALR #2: SOLVES PROBLEMS							
Effort								Uses multiple strategies							
EALR #1: LISTENS AND OBSERVES				ART: Effort				Explains thought processes							
Attends to others				Uses materials appropriately				Arrives at accurate solutions							
Asks questions				GENERAL MUSIC: Participates appropriately				EALR #3: REASONS MATHEMATICALLY							
EALR #2: SPEAKS CLEARLY AND EFFECTIVELY				Demonstrates understanding of content and skills				Makes estimates							
Speaks with clarity				PHYSICAL EDUCATION: Participates appropriately				EALR #4: COMMUNICATES MATHEMATICAL IDEAS							
Makes effective presentations				Demonstrates understanding of content and skills				Uses objects and pictures to demonstrate understanding							
EALR #3: WORKS WITH OTHERS				SCIENCE				EALR #5: CONNECTS MATHEMATICS TO OTHER SUBJECTS AND TO LIFE							
Listens to and encourages others				Effort											
Demonstrates discussion skills				Demonstrates understanding of content											
EALR #4: ANALYZES AND EVALUATES OWN WORK				SOCIAL STUDIES				Demonstrates calculator skills							
Self-reflects				Effort				Recognizes math applications in daily life							
Offers and accepts appropriate feedback				Demonstrates understanding of content											

Student Name: _____		
Unit 1: Early Americans	Unit 2: South America	Unit 3: Early Earth
Students will explore the challenges and changes the Native Americans and Pioneers faced while learning the thinking behavior of risk taking. They will read Native American legends and use the thinking skill of finding patterns while comparing and contrasting four Native American regions. The science connection with the unit is simple machines . Students will learn the parts of a story both through writing and reading experiences. They will practice being self –directed learners and community contributors .	Students will discover the challenges, conflicts, and changes that people face in South America . They will study the environmental challenges of a tropical rainforest and compare and contrast it to our local temperate rainforest. The thinking skills that are emphasized are sequencing and sorting/classifying . Students will apply the behavior of originality as they demonstrate our district outcomes of effective communicators and collaborative workers . They will practice the thinking behavior of inquisitiveness as they explore the geography and regions of South America.	Students will study the process a scientist goes through as they use inquisitiveness and precision to explore the changes in the Early Earth . They will learn the thinking skill of classifying in order to classify rocks, minerals, and fossils and will explore the many different dinosaurs that were once on the earth. They will practice being scientists using observation, comparing, predicting and inferring as they demonstrate the district outcomes of complex thinker and quality producer .
Comments:	Comments:	Comments:

OUTCOMES AND INDICATORS: GRADE TWO

+ = Exceeds expectations ✓ = Meets expectations – = Needs improvement ☐ Not Evaluated

	1	2	3		1	2	3
SELF-DIRECTED LEARNER				QUALITY PRODUCER			
Works independently				Demonstrates accuracy			
Follows directions				Produces neat work			
Completes work on time (classwork/homework)				Demonstrates originality			
Stays on task				EFFECTIVE COMMUNICATOR			
COLLABORATIVE WORKER				Clearly communicates ideas in writing			
Works well with others				Uses a variety of presentation forms, i.e., visual, musical, dramatic			
Cooperates				Applies technology as a communication tool			
Respects rights and properties of others				Adapts to diverse audiences			
Practices self-discipline				COMPLEX THINKER			
COMMUNITY CONTRIBUTOR				Self-reflects			
Participates in class activities				Willing to take risks			
Actively contributes to group projects				Demonstrates thinking behaviors			
Takes initiative to help others				Demonstrates understanding of thinking skills			
Cares for the classroom and school environment							

1. Parent Signature _____

2. Parent Signature _____