#### GRADE 2 REPORT CARD COMMENTS

#### SCIENCE

During our unit on "Magnets and Magnetism" students made predictions, conducted several experiments, recorded observations, and drew conclusions based on their findings. \_\_\_\_displays a keen interest in science and regularly contributes to class discussions. He conducts investigations with confidence and has an appreciation for the scientific method.

The two topics we studied in Science this term were "Exploring Liquids" and "Hot and Cold Temperatures". Through our experiments students developed their skills to predict, observe, test, record, and discuss. At the end of the unit students applied their knowledge of insulating materials and the states of matter to design, build, and improve an insulating device to keep an ice cube cold.

\_\_\_\_\_\_ describes properties of water and other liquids, and explains the importance of water to living and nonliving things. He recognizes the effects of heating and cooling on materials, and identifies methods to change the temperatures in a variety of environments.

The topics we studied in the final term were "Boats and Buoyancy" and "Small Flying and Crawling Animals". Students described, classified and ordered materials on the basis of their buoyancy. They also modified materials to make them float or sink. Using what he learned about buoyancy, stability, and waterproofing, \_\_\_\_ can evaluate the appropriateness of materials needed to design and construct a floating device. He compares insects based on their physical characteristics and identifies what they require to meet their basic needs.

#### SOCIAL STUDIES

Our first area of focus in Social studies this term was on mapping skills. Next we defined what makes Edmonton a unique place to live, and compared it with life in Saskatoon. \_\_\_ can create simple maps and use cardinal directions accurately, as well as identify the city, province, and country he lives in. He independently compares and contrasts life between the two prairie communities we are studying.

This term we learned about social, economic, regional and cultural factors that affect the quality of life of people who live in Nunavut. Students gained their knowledge through videos, books, guest speakers, and photographs. \_\_\_\_ can effectively compare an Inuit community with a prairie community. He responds and participates enthusiastically during class discussions, and shows an appreciation for cultural differences. He can develop critical questions, research information, and summarize his findings independently.

The focus in Social Studies this term has been the exploration and understanding of life in Acadian communities in New Brunswick and Nova Scotia. \_\_ gathers information from a variety of resources and organizes key concepts using graphic organizers. He stays focused and paces himself well during independent study time. He can confidently present her Canadian city research findings to the class. \_\_ effectively compares and contrasts his own quality of life with children from the provinces we have studied this year.

# **Common Core Report Card Comments Second Grade**

**Michael Learn** 

# **Common Core Report Card Comments Second Grade:**

**Empowering Excellence** Jeff Halstead,2014-07-02 Empowering Excellence inspires a revolution in teaching and assessment practices These methods of teaching and grading represent a major step ahead in how teachers assess and interact with students Empowering Excellence presents 12 significant shifts that encourage motivation build confidence and measure what students know and are able to do based on the Common Core State Standards or equivalent standards in a highly supportive student centered environment Teachers administrators and education professors will find ideas that will transform classrooms into places where students are filled with confidence and empowered to strive for excellence

EdPsych Modules Cheryl Cisero Durwin, Marla Reese-Weber, 2024-12-16 EdPsych Modules uses an innovative modular approach integrating case studies drawn from real life classroom situations to address the challenge of effectively connecting theory and research to practice The Fifth Edition includes thorough coverage of the latest developments in education such as artificial intelligence virtual reality the latest neuroscience research and updated coverage of disabilities **Assessment, Third Edition** JoAnne Schudt Caldwell,2014-03-01 This trusted practitioner guide and course text helps K 8 teachers utilize assessment as an integral component of classroom instruction It guides teachers step by step to recognize good reader behaviors assess students strengths and weaknesses and make evidence based instructional decisions Formal and informal measures are discussed for evaluating specific components of literacy with a focus on the Common Core State Standards CCSS Every chapter features activities for developing understanding in depth practice exercises are provided in several appendices Helpful reproducible tools can be photocopied from the book or downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Chapter on major current initiatives the CCSS and response to intervention Extensive CCSS content woven throughout the book Expanded coverage of vocabulary assessment now in its own chapter Checklists to guide the selection of high quality published instruments Writing Effective Report Card Comments Kathleen Crane, 2007 Thoughtful and constructive report card comments can improve parent teacher communication and student performance Each book features hundreds of ready to use comments in a variety of specific areas in academic performance and personal development General messages are also included as well as a robust list of helpful words and phrases Resources in Education ,1998 ERS Spectrum ,1999 **Congressional Record** United States. Congress, 2000 Leading Schools in Disruptive Times Mark White, Dwight L. Carter, 2021-03-27 From surviving to thriving during constant disruption The updated edition of this handbook couldn t have come at a better time Focusing on lessons learned from the disruptions of 2020 including the COVID school closures and the renewed pursuit of social justice the authors show school leaders how to prepare for and respond to disruptions that are leading to a new normal Educators are racing to stay ahead of pandemic scale disruptions and need a blueprint for transformation This book will walk you through the decision making process so you ll be able to transform as a leader to confront the issues you ll face in the 2020s Features include Practical strategies for

identifying and responding to disruptions An overview of the CAT framework coping adjusting transforming Real life stories from exceptional educational leaders Tips on guiding teachers staff and students through the many lessons learned during the pandemic Activities scenarios and practical actions to lead through complex topics that include remote learning social justice issues education reforms generational differences and social media issues The pandemic has been the biggest disruption in school history and this will be a decade of monumental change for schools Your stakeholders will look to you to guide them and this book gives you the tools you need to have the mindset and practical steps to be successful in an ever Leading Schools in Disruptive Times Dwight L. Carter, Mark White, 2017-09-23 A school leadership model for surviving hyper change From social media to evolving safety issues to constant school reform today s school leaders face unprecedented disruption How can educators prepare students for a globalized world when many institutions are not ready for the constantly changing 21st century With an eye on the past and a vision for the future Carter and White draw the blueprint for adapting schools to ever changing times A comprehensive history of disruption in American schools as a lens for understanding accelerated change Practical exercises and real life examples for reshaping education in the 21st century A grounded examination of radical disruptions schools will face in the years to come The Rise and Fall of Civic Education Michael Learn, 2024-09-16 Social studies is a field in crisis The crisis stems from failure to establish the very foundation of social studies purpose in public education civic education Social studies advocates have never put forth a coherent method for teaching civic education because policymakers and the public have been unable to agree upon a general definition of civic education This issue has disrupted the field since the early days As educators sought to include civic education within public schools as a dedicated field social studies evolved into a blending of history social sciences and civic education Social studies evolution never resolved the differences between the three with each discipline striving to control the narrative Instead of creating a unified field the disciplines devalued social studies and thus any discipline associated with it The Rise and Fall of Civic Education The Battle for Social Studies in a Shifting Historical Landscape investigates the changing definitions and purposes ascribed to social studies in the United States through time This result is viewed through the rising tensions from culture wars as America's divisive politics fight to control the narrative of the disciplines within social studies

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