



# Aurora Elementary Report Card

Educating Today's Learners for Tomorrow's World.

School Year: 2023-2024

Student Name: [REDACTED]

Grade: 2

GRADING SCALE	
Gray Box	Indicates not assessed at this time
1	Novice
2	Approaching
3	Proficient
4	Advanced
NA	Not Assessed
IE	Insufficient Evidence

Attendance	T1	T2	T3	Year
Days Absent	0			0
Times Tardy	0			0

Access ID: [REDACTED]  
 Password: [REDACTED]

Literacy & Social Studies: [REDACTED]	T1	T2	T3
<b>Literacy &amp; Social Studies</b>			
Communication - Ask questions and explain ideas.			
Comprehension Informational - Use strategies and skills to understand content when reading and listening to both non-fiction and fiction texts.			
Critical Thinking - Question for understanding, gather information, understand connections between parts of a system, and reflect upon the thinking process.			
Phonics - Read and write words based on the sounds of letters, groups of letters, and syllables.			
Reading - Use strategies and skills to read on grade level.			
Writing - Creation and Content - Include organization, clear ideas, appropriate word choice, and sentence fluency in writing.			
Writing - Use of Conventions - Use appropriate grade-level grammar, punctuation, capitalization, and spelling in writing.			

Mathematics: [REDACTED]	T1	T2	T3
<b>Mathematics</b>			
Geometry - Reason with shapes and their attributes.			
Measurement & Data - Measure and compare lengths; relate addition and subtraction to length; work with time and money; and represent and interpret data.			
Number and Operations in Base Ten - Use place value understanding and properties of operations to add and subtract.			
Operations & Algebraic Thinking - Represent and solve problems involving addition and subtraction; fluently add and subtract within 20; work with equal groups of objects to gain foundations for multiplication; use strategies to add and subtract within 100.			

<b>Science:</b> [REDACTED]	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Science</b>			
Stability and Change - test conditions of stability and determinants of rates of change or evolution within a system.			
Cause & Effect - Investigate and explain causal relationships and the effects on events in new contexts.			
Structure and Function - Understand the way in which an object or living thing is shaped and how its substructure determines many of its properties and functions.			

<b>Approaches to Learning</b>			
<b>Respectful</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Responsible</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Safe</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>

<b>Visual Art:</b> [REDACTED]	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Visual Art</b>			
Respond - Respond to elements of art, discussing how they are used to communicate with the viewer.			
Present - Use art vocabulary when creating, discussing, and analyzing the importance and purpose of art, and selecting art for presentation.			
Collaboration and Responsibility - Work collaboratively and safely, demonstrating responsibility when using tools and materials to create art.			
Create - Use a variety of materials to design and create artistic products with purpose and attention to craftsmanship.			
Connect - Express ideas by engaging their imagination and exploring connections to other disciplines, cultures, and artists.			

<b>Music:</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Music</b>			
Perform - Demonstrate knowledge of rhythmic and melodic concepts, expressive qualities, and rehearsal and performance techniques to express the intent of the music.			
Create - Compose and improvise using grade-level appropriate musical concepts for a specific purpose, meeting specific requirements.			
Respond - Demonstrate and identify expressive qualities that support the creators' or performers intent and identify and demonstrate how personal interests, experiences, and preferences influence selections and can be used to evaluate musical selections.			
Connect - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Students demonstrate an understanding of relationships between music and other arts, disciplines, varied contexts, and daily life.			
Profile of a Graduate - Demonstrate engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities and by showing respect for classroom instruments, equipment and materials and by receiving 1 or fewer formal notifications per trimester.			

<b>Physical Education:</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Phy Ed</b>			
Motor Skills and Movement Patterns - Demonstrates in a practice setting grade-appropriate motor skills and movement patterns including kicking, foot dribbling, catching, throwing, rolling, hand dribbling, hand volleying, and striking with short and long implements.			
Personal and Social Responsibility - Demonstrates respect for self and others by following agreed-upon rules and procedures, collaborating in activities, and accepting constructive feedback from others in a variety of physical activity contexts.			
Engagement - Actively participates in warm-up, cool-down, and skill-building activities; being resilient by making an effort to improve skills and knowledge to help achieve a health-enhancing level of physical activity and fitness.			

<b>Health:</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Health</b>			
Health Skills - Demonstrates communication, critical thinking, and decision-making skills to maintain or improve one's physical, mental, emotional, and social health.			

			<b>Y1</b>
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