

Sample Comments for Progress Report

Language Arts

- **Mark – 89%** John completed the grammar portion of the program early in the year, with no apparent problems. He concentrated on writing assignments in the second term. He reads avidly, and has read several fiction and non-fiction books this term.
- **Mark – 63%** Anna has been progressing steadily with consistent effort. As she becomes more comfortable with reading and continues to read more, her writing skills are noticeably improving. She writes daily in her journal, revising and editing work.
- Reads 2-4 hours per day, with choice of reading material becoming more diverse. Enjoys public speaking. Vocabulary has expanded. During the year, she wrote daily, showing more interest in grammar, composition and structure. This year, she has worked through and completed *Handwriting Without Tears: Cursive Writing* which we found very successful. Her handwriting improved remarkably with this method.
- Deborah completed four novel studies using the Progeny Press study guides: *The Merchant of Venice*, *Frankenstein*, *Treasure Island* and *The Scarlet Pimpernel*. These studies included vocabulary exercises as well as background research and questions related to the stories' plots, characters and themes. Her comprehension and writing related to this unit were excellent.
- Karen is a voracious reader and has read over 100 novels this year. She is interested in history and culture and also enjoys works of non-fiction. Her ability to summarize a text is improving. She is **averaging 96%** on the spelling quizzes that I gave her this year.

Mathematics

- **Mark – Pass** The areas of focus for math this year were multiplication, division and place value. See the attached samples of work. Tom steadily improves and seems to have a strong natural ability for math. I use a variety of excellent manipulatives to assist with his understanding of the concepts. Tom also learned about basic measurement this year.
- **Mark – Pass** Allan has mastered the basic math skills for Grade 2 as per the Nova Scotia outcomes. He has shown great interest in math and is able to apply his skills to everyday problem-solving.
- **Average – 95%** Doug used the *Teaching Textbooks* curriculum this year and completed all lessons at the Grade 8 level. He responded well to the program and did well on the unit tests.
- **Mark – 78%** Cora completed the Nova Scotia Correspondence Studies course Science 10.
- Erin was working through the *Math U See (Beta)* program. She covered multiple digit addition and subtraction; place value to the hundred thousands, place value notation, rounding and

estimation; money; perimeter; time⁴; measurement; inequalities; sequencing; bar and line graphs and ordinal numbers. Erin completed four separate units this year and her scores on the unit tests were **100%, 97%, 93% and 98%**.

Science

- **Mark – A** We found the book too open ended, and have opted for a more structured approach. As a result, beginning in October, we transferred to the *A Beka* program. It suited him much better.
- **Excellent – Performing Above Expectations** Chris has an excellent grasp of the material that was covered this year. He has demonstrated his love for science through exploring other science topics, making his own hypotheses and testing through experimentation.
- June studied units on weather, oceans, fossils, astronomy and geology using the *Wonders of Creation* series. The companion study guide that accompanies this series was completed.
- **Good – Performing at Expected Level** Gary is working through the *Complete Canadian Curriculum (Level 5)* and is succeeding at his grade expectations. He grasps concepts quickly and easily and possesses excellent reasoning skills. He is looking forward to the next grade.
- We explored Science through natural study and curiosity at the Grade 2 level. We purchased a solar energy kit and built a windmill and a little race car that could be powered by solar energy. We studied ants and worms and planted seeds in our garden taking note of the different variables (sun, shade and water) that affected the growth patterns.

Social Studies

- Sarah learned about the Romans and the Greeks using a variety of books from the library. He explored topics such as where they lived, their lifestyle and social structure and the things that exist today that have been passed down as a result of their culture. We also worked together on exploring our own ancestry through the creation of a family tree.
- Sheila is working through *The History of the World (Level 1)* by Susan Wise Bauer and she really enjoys historical topics.
- Jack learned about Canadian geography this year using the curriculum resource *Canada Map Book 2* as our core material for study. Sample topics include: Canada's provinces and territories; capitals; urban areas; using a map key; reading a resource map; reading a grid; map scale; landforms; bodies of water; and plotting a route. He loved learning about Nunavut so we watched videos about life in Nunavut, the Inuit people and life in Iqaluit today.
- Chloe has met the outcomes for the program. She understands levels of government and that citizens have a role in decision-making. She also knows that as citizens, we have rights and responsibilities. Chloe can interpret map symbols and create and understand mapping. The unit on maps sparked her interest and she has been studying the atlas and asking questions about other countries and cities around the world.

Other

(Comments will depend upon the areas being undertaken) Reports might consist of marks achieved in external examinations taken (e.g., piano), projects completed (e.g., carpentry), activities taken part in (e.g., membership in the YMCA Fitness program), involvement in group activities (e.g., member of the local youth choir, children's drama group), highlights (e.g., named captain of the local midget hockey team), etc.

Other (Technology)

- Peter loves working on the computer and is very technologically savvy. He uses the computer to do research on topics of interest and uses websites related to his studies to assist with learning (such as Khan Academy).

Other (French)

- This year, we started Britney on the Rosetta Stone Program (Level 1). She loved the program and has made considerable progress in basic conversational French.