

## Gifted and Talented Progress Monitoring

### 2nd Grade

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| <b>Student:</b>   | <b>Teacher:</b>  |
| <p>A primary goal of our gifted program is to ensure communication between schools and families. For this reason, a student progress report is being provided to you at the end of each semester to give more insight on the goals, strengths and areas of growth for your child. Student progress is based on how they are performing holistically. If you have any questions please contact your child's teacher.</p> |  |
| <b>Independent (I)</b>  | Demonstrates outcomes with little/no prompting or support.                     |
| <b>Progressing (P)</b>  | Demonstrates outcomes with some prompting or support.                          |
| <b>Emerging (E)</b>   | Demonstration of outcomes is limited and often requires prompting and support. |

| <b>Skill</b>                | <b>Learning Standard</b><br>(The student will be able to...)  | <b>E</b> | <b>P</b> | <b>I</b> |
|-----------------------------|---|----------|----------|----------|
| Questioning and Evaluating  | <ul style="list-style-type: none"> <li>Identify, describe, and use different kinds of question stems to gather information and ideas.</li> <li>Investigate different techniques to sort information.</li> </ul>   |          |          |          |
| Making a Claim              | <ul style="list-style-type: none"> <li>Construct a clearly stated claim.</li> <li>Consider how details and examples support a claim.</li> </ul>   |          |          |          |
| Patterns                    | <ul style="list-style-type: none"> <li>Link patterns and trends across topics in a single subject area.</li> </ul>  |          |          |          |
| Fluency                     | <ul style="list-style-type: none"> <li>Build on what they know to create ideas and possibilities using previously known methods.</li> <li>Experiment with a range of options when seeking solutions and putting ideas into action.</li> </ul>   |          |          |          |
| Flexibility and Elaboration | <ul style="list-style-type: none"> <li>Explain thinking through concrete and pictorial models.</li> <li>Explore learning strategies including planning, repetition, rewording, memorisation, and the use of mnemonics without teacher direction.</li> <li>Investigate various ways to problem solve including brainstorming, comparing, and developing and testing a hypothesis.</li> </ul> |          |          |          |
| Originality                 | <ul style="list-style-type: none"> <li>Generate multiple realistic solutions to problems.</li> <li>Identify unique organizations of information or ideas</li> </ul>   |          |          |          |
| Sources                     | <ul style="list-style-type: none"> <li>Explore strategies for selecting appropriate sources.</li> <li>Dictate the knowledge gained from the information gathered.</li> </ul>  |          |          |          |
| Inquiry                     | <ul style="list-style-type: none"> <li>Develop relevant open ended questions.</li> <li>Investigate using teacher selected resources or with the assistance of an adult.</li> </ul>  |          |          |          |
| Multiple Perspectives       | <ul style="list-style-type: none"> <li>Listen to others' ideas and recognize that others may see things differently.</li> </ul>   |          |          |          |
| Self- Acceptance            | <ul style="list-style-type: none"> <li>Analyze feelings and emotions in self.</li> <li>Identify personal strengths and describe how these strengths are useful in school and at home.</li> <li>Explain how preparing to try new things can help one with unfamiliar or challenging situations.</li> </ul>   |          |          |          |

Comments: