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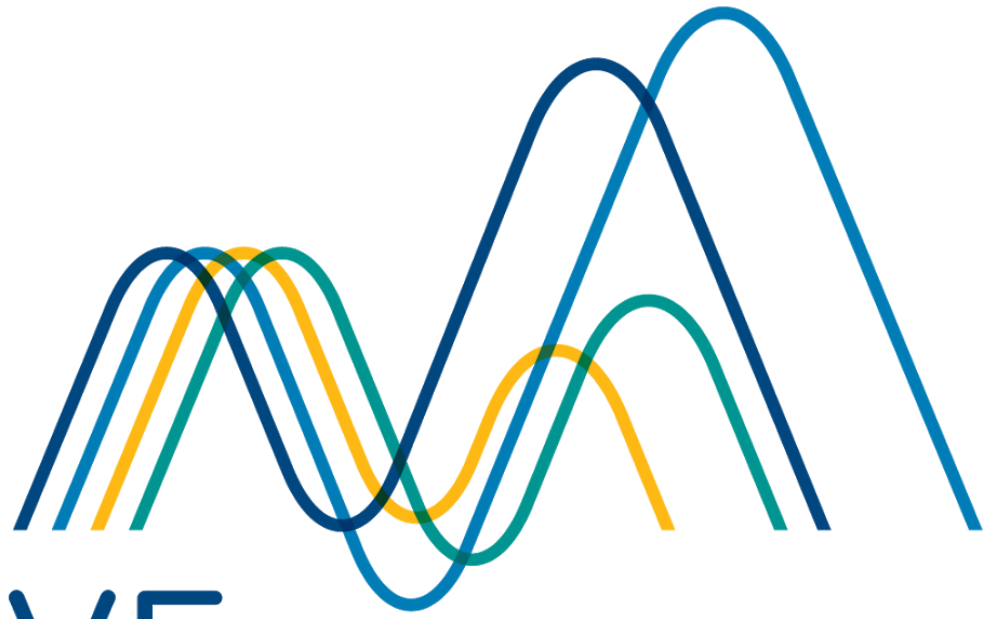
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MULGRAVE SCHOOL

Middle Years (MYP) Progress Report 2015-2016

Student Name: Sophie (Sophie) Ye

Grade: 7

Advisor: Pegi Furanna

This student has met the expectation required for Daily Physical Activity:

Yes

No



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Middle Years Programme Reporting

In every grade (6-10) each subject has a specific set of objectives, and skills that are learnt throughout the year. These learning objectives are referred to as “subject-specific criteria”. In each subject there are four criteria each assessed out of eight marks and these are added together to give a mark out of thirty two (32). This mark is then converted to an IB score using the table below.

It is crucial for parents and students to discuss each subject area’s individual criteria. Each criterion describes a student’s strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results. For Progress Report # 2 and the Final Report at the end of the year, a general achievement level out of 7 is provided for each subject. This 1-7 IB score is determined by the student’s score against each criteria as they are summed together and applied against the boundary guidelines. The boundary guidelines and 1-7 MYP General grade descriptors are included below:

IB Grade	Boundary Guidelines	MYP General Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Notes:

- In the IB Diploma only 2-5% of students in the world achieve a level 7 in individual subjects. The awarding of level 7 is very rare. Students achieving at level 5 and 6 are exceeding expectations for their year group. Level 4 is a very good score and would be the generally expected level of achievement at Mulgrave.
- Descriptors should not be considered as marks or percentages. It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.
- A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others.

Approaches to Learning (AtL) Grades

The student report contains an AtL grade for each of three specific learning skills. These grades provide a profile of each student's development in their organization, collaboration, and self-improvement skills (described in further detail below). Each teacher will provide a judgment of your child's development in each of these areas. Students will also have frequent opportunities to self-assess their progress against each of these areas of academic development. When specific ATL skills become an explicit focus for teaching and learning, students can begin to take responsibility for their own development.

The following terms will be used for students and teachers to describe competence in the AtL learning strategies:

- **R= Requiring support:** students are introduced to the skill, can watch others performing it, and require reminders and/or support in order to execute the skill (supervision)
- **E= Emerging:** students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- **U= Using:** students employ the skill confidently and effectively (demonstration)
- **M= Modeling:** students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

Here is an overview of the ATL skills which will be embedded in students' learning this year:

Skill	Descriptor	Learner Profile Attribute
Organization: Managing time and tasks effectively	The student: <ul style="list-style-type: none"> ● arrives to class on time and with necessary equipment ● maintains an organized system of digital files and/or notebooks ● meets expectations related to academic deadlines ● manages technology appropriately and effectively ● uses class time effectively 	Balanced
Collaboration: Working effectively with others	The student: <ul style="list-style-type: none"> ● participates in a group by: <ul style="list-style-type: none"> ○ giving and receiving meaningful feedback ○ listening to others' ideas and perspectives ○ encouraging others to contribute ○ delegating and sharing responsibility for decision making ● takes responsibility for her/his own actions 	Caring Open minded
Reflection skills: Considering what has been learned; choosing and using AtL skills	The student: <ul style="list-style-type: none"> ● considers personal learning strategies, AtL skills development, and subject specific feedback in order to improve their learning ● prioritizes and takes action to achieve personal goals ● shows a willingness to try new approaches in their learning 	Reflective

Curriculum Focus:	During this reporting period, Grade 7 students have focused on learning how to make informative and engaging oral presentations, and practised this skill in response to their Summer Reading selection. Students read several short stories and responded to those short stories both creatively and in ways that demonstrated comprehension on various levels. Students also explored their family histories and delivered an oral presentation explaining their 'roots'. Finally, students honed their comprehension and writing skills (both singular and multi-paragraph responses) through the study of John Steinbeck's <i>The Pearl</i> , and a variety of other texts.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A	U	E	E
Progress Report #2	5	M	E	U

	Additional Teacher Comments (if required)
Progress Report #1	
Progress Report #2	

English language and literature rubric

Levels of Achievement	Criterion A: Analysing	Criterion B: Organizing	Criterion C: Producing Text	Criterion D: Using Language
1-2	<ul style="list-style-type: none"> provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationships among texts provides minimal identification and explanation of the effects of the creator's choices on an audience rarely justifies opinions and ideas with examples or explanations; uses little or no terminology interprets few similarities and differences in features within and between genres and texts. 	<ul style="list-style-type: none"> makes minimal use of organizational structures though these may not always serve the context and intention organizes opinions and ideas with a minimal degree of coherence and logic makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. 	<ul style="list-style-type: none"> produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination or sensitivity and minimal exploration and consideration of new perspectives and ideas makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience selects few relevant details and examples to develop ideas. 	<ul style="list-style-type: none"> uses a limited range of appropriate vocabulary and forms of expression writes and speaks in an inappropriate register and style that do not serve the context and intention uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication spells/writes and pronounces with limited accuracy; errors often hinder communication makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	<ul style="list-style-type: none"> provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationships among texts provides adequate identification and explanation of the effects of the creator's choices on an audience justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology interprets some similarities and differences in features within and between genres and texts. 	<ul style="list-style-type: none"> makes adequate use of organizational structures that serve the context and intention organizes opinions and ideas with some degree of coherence and logic makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience selects some relevant details and examples to develop ideas. 	<ul style="list-style-type: none"> uses an adequate range of appropriate vocabulary, sentence structures and forms of expression sometimes writes and speaks in a register and style that serve the context and intention uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication makes some use of appropriate non-verbal communication techniques.
5-6	<ul style="list-style-type: none"> provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts provides substantial identification and explanation of the effects of the creator's choices on an audience sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology competently interprets similarities and differences in features within and between genres and texts. 	<ul style="list-style-type: none"> makes competent use of organizational structures that serve the context and intention organizes opinions and ideas in a coherent and logical manner with ideas building on each other makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience selects sufficient relevant details and examples to develop ideas. 	<ul style="list-style-type: none"> uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently writes and speaks competently in a register and style that serve the context and intention uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication makes sufficient use of appropriate non-verbal communication techniques.
7-8	<ul style="list-style-type: none"> provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationships among texts thoroughly provides perceptive identification and explanation of the effects of the creator's choices on an audience gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology perceptively compares and contrasts features within and between genres and texts. 	<ul style="list-style-type: none"> makes sophisticated use of organizational structures that serve the context and intention effectively effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated way makes excellent use of referencing and formatting tools to create an effective presentation style. 	<ul style="list-style-type: none"> produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience selects extensive relevant details and examples to develop ideas with precision. 	<ul style="list-style-type: none"> effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expression writes and speaks in a consistently appropriate register and style that serve the context and intention uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective makes effective use of appropriate non-verbal communication techniques.

Curriculum Focus:	At this point in time, students have covered integers (positive and negative numbers), geometry (angles and lines), some number theory (factors and multiples), and fractions. They are learning the importance of giving due attention to all four criteria in MYP Mathematics: Knowing and Understanding, Investigating, Communicating, and Applying.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A	M	U	U
Progress Report #2	7	M	U	U

	Additional Teacher Comments (if required)
Progress Report #1	Sophie is a strong student of Mathematics, who learns new concepts quickly. She is encouraged to push herself to higher levels by asking for more challenging material when she has mastered the standard concepts in class.
Progress Report #2	

Mathematics rubric

Levels of Achievement	Criterion A: Knowing and understanding	Criterion B: Investigating patterns	Criterion C: Communicating	Criterion D: Applying mathematics in real-life contexts
1-2	The student is able to: <ul style="list-style-type: none"> ● select appropriate mathematics when solving simple problems in familiar situations ● apply the selected mathematics successfully when solving these problems ● generally solve these problems correctly. 	The student is able to: <ul style="list-style-type: none"> ● apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns ● state predictions consistent with simple patterns. 	The student is able to: <ul style="list-style-type: none"> ● use limited mathematical language ● use limited forms of mathematical representation to present information ● communicate through lines of reasoning that are difficult to understand. 	The student is able to: <ul style="list-style-type: none"> ● identify some of the elements of the authentic real-life situation ● apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3-4	<ul style="list-style-type: none"> ● select appropriate mathematics when solving more complex problems in familiar situations ● apply the selected mathematics successfully when solving these problems ● generally solve these problems correctly. 	<ul style="list-style-type: none"> ● apply mathematical problem-solving techniques to recognize patterns ● suggest how these patterns work. 	<ul style="list-style-type: none"> ● use some appropriate mathematical language ● use different forms of mathematical representation to present information adequately ● communicate through lines of reasoning that are able to be understood, although these are not always coherent ● adequately organize information using a logical structure. 	<ul style="list-style-type: none"> ● identify the relevant elements of the authentic real-life situation ● apply mathematical strategies to reach a solution to the authentic real-life situation ● state, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5-6	<ul style="list-style-type: none"> ● select appropriate mathematics when solving challenging problems in familiar situations ● apply the selected mathematics successfully when solving these problems ● generally solve these problems correctly. 	<ul style="list-style-type: none"> ● apply mathematical problem-solving techniques to recognize patterns ● suggest relationships or general rules consistent with findings ● verify whether patterns work for another example. 	<ul style="list-style-type: none"> ● usually use appropriate mathematical language ● usually use different forms of mathematical representation to present information correctly ● communicate through lines of reasoning that are usually coherent ● present work that is usually organized using a logical structure. 	<ul style="list-style-type: none"> ● identify the relevant elements of the authentic real-life situation ● select adequate mathematical strategies to model the authentic real-life situation ● apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation ● describe the degree of accuracy of the solution ● state correctly whether the solution makes sense in the context of the authentic real-life situation
7-8	<ul style="list-style-type: none"> ● select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ● apply the selected mathematics successfully when solving these problems ● generally solve these problems correctly. 	<ul style="list-style-type: none"> ● select and apply mathematical problem-solving techniques to recognize correct patterns ● describe patterns as relationships or general rules consistent with correct findings ● verify whether patterns work for other examples. 	<ul style="list-style-type: none"> ● consistently use appropriate mathematical language ● consistently use different forms of mathematical representation to present information correctly ● communicate clearly through coherent lines of reasoning ● present work that is consistently organized using a logical structure. 	<ul style="list-style-type: none"> ● identify the relevant elements of the authentic real-life situation ● select adequate mathematical strategies to model the authentic real-life situation ● apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation ● explain the degree of accuracy of the solution ● describe correctly whether the solution makes sense in the context of the authentic real-life situation.

Curriculum Focus:	At the mid-point of our course, we have completed the Chemistry and Scientific Inquiry units of Science 7. This Report Card is based on students' Science Inquiry Projects which includes the Scientific Inquiry Research Paper (Criterion D) and Scientific Inquiry Lab Report (Criteria B and C). Tasks from Progress Report 1, such as the Chemistry End of Unit Tests (Criterion A) were also considered in the calculation of the Overall Level of Achievement.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A	M	U	M
Progress Report #2	7	U	U	U

	Additional Teacher Comments (if required)
Progress Report #1	
Progress Report #2	

Sciences rubric

Levels of Achievement	Criterion A: Knowing and understanding	Criterion B: Inquiring and designing	Criterion C: Processing and evaluating	Criterion D: Reflecting on the impacts of science
1-2	<p>The student is able to:</p> <ul style="list-style-type: none"> ● select scientific knowledge ● select scientific knowledge and understanding to suggest solutions to problems set in familiar situations ● apply information to make judgments, with limited success. 	<p>The student is able to:</p> <ul style="list-style-type: none"> ● select a problem or question to be tested by a scientific investigation ● select a testable prediction ● state a variable ● design a method with limited success. 	<p>The student is able to:</p> <ul style="list-style-type: none"> ● collect and present data in numerical and/or visual forms ● interpret data ● state the validity of a prediction based on the outcome of a scientific investigation, with limited success ● state the validity of the method based on the outcome of a scientific investigation, with limited success ● state improvements or extensions to the method that would benefit the scientific investigation, with limited success. 	<p>The student is able to, with limited success:</p> <ul style="list-style-type: none"> ● state the ways in which science is used to address a specific problem or issue ● istate the implications of using science to solve a specific problem or issue, interacting with a factor ● apply scientific language to communicate understanding ● document sources
3-4	<ul style="list-style-type: none"> ● recall scientific knowledge ● apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations ● apply information to make judgments. 	<ul style="list-style-type: none"> ● state a problem or question to be tested by a scientific investigation ● state a testable prediction ● state how to manipulate the variables, and state how data will be collected ● design a safe method in which he or she selects materials and equipment. 	<ul style="list-style-type: none"> ● correctly collect and present data in numerical and/or visual forms ● accurately interpret data and outline results ● state the validity of a prediction based on the outcome of a scientific investigation ● state the validity of the method based on the outcome of a scientific investigation ● state improvements or extensions to the method that would benefit the scientific investigation. 	<p>The student is able to:</p> <ul style="list-style-type: none"> ● state the ways in which science is used to address a specific problem or issue ● state the implications of using science to solve a specific problem or issue, interacting with a factor ● sometimes apply scientific language to communicate understanding ● sometimes document sources correctly.
5-6	<ul style="list-style-type: none"> ● state scientific knowledge ● apply scientific knowledge and understanding to solve problems set in familiar situations ● apply information to make scientifically supported judgments. 	<ul style="list-style-type: none"> ● state a problem or question to be tested by a scientific investigation ● outline a testable prediction ● outline how to manipulate the variables, and state how relevant data will be collected ● design a complete and safe method in which he or she selects appropriate materials and equipment. 	<ul style="list-style-type: none"> ● correctly collect, organize and present data in numerical and/or visual forms ● accurately interpret data and outline results using scientific reasoning ● outline the validity of a prediction based on the outcome of a scientific investigation ● outline the validity of the method based on the outcome of a scientific investigation ● outline improvements or extensions to the method that would benefit the scientific investigation. 	<ul style="list-style-type: none"> ● outline the ways in which science is used to address a specific problem or issue ● outline the implications of using science to solve a specific problem or issue, interacting with a factor ● usually apply scientific language to communicate understanding clearly and precisely ● usually document sources correctly
7-8	<ul style="list-style-type: none"> ● outline scientific knowledge ● apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations ● interpret information to make scientifically supported judgments. 	<ul style="list-style-type: none"> ● outline a problem or question to be tested by a scientific investigation ● outline a testable prediction using scientific reasoning ● outline how to manipulate the variables, and outline how sufficient, relevant data will be collected ● design a logical, complete and safe method in which he or she selects appropriate materials and equipment. 	<ul style="list-style-type: none"> ● correctly collect, organize, transform and present data in numerical and/or visual forms ● accurately interpret data and outline results using correct scientific reasoning ● discuss the validity of a prediction based on the outcome of a scientific investigation ● discuss the validity of the method based on the outcome of a scientific investigation ● describe improvements or extensions to the method that would benefit the scientific investigation. 	<ul style="list-style-type: none"> ● summarize the ways in which science is applied and used to address a specific problem or issue ● describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor ● consistently apply scientific language to communicate understanding clearly and precisely ● document sources completely.

Curriculum Focus:	In the first term, students examine the question “How do we know what we know?” In exploring this question, they consider bias and other factors affecting the credibility of primary and secondary sources. Students also learn how to document their sources for assignments, using MLA format. In addition, they examine civilisations in the Classical (Ancient) Period, as well as the early Middle Ages, to explore key concepts related to Individuals and Societies.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A	M	U	U
Progress Report #2	7	M	U	U

	Additional Teacher Comments (if required)
Progress Report #1	Sophie is a hard-working student, who is able to make intelligent insights into the material presented to her. She uses rubrics effectively to guide assignment completion.
Progress Report #2	Sophie’s written work is always well organised and supported by relevant facts and examples.

Individuals and societies rubric

Levels of Achievement	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
1-2	The student: <ul style="list-style-type: none"> ● makes limited use of terminology ● demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. 	The student: <ul style="list-style-type: none"> ● identifies a research question that is clear, focused and relevant ● formulates a limited action plan or does not follow a plan ● collects and records limited or sometimes irrelevant information ● with guidance, reflects on the research process and results in a limited way. 	The student: <ul style="list-style-type: none"> ● communicates information and ideas in a style that is not always clear ● organizes information and ideas in a limited way ● lists sources of information inconsistently. 	The student: <ul style="list-style-type: none"> ● begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ● begins to identify connections between information to make simple arguments ● recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data ● identifies different perspectives.
3-4	<ul style="list-style-type: none"> ● uses some terminology accurately ● demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples. 	<ul style="list-style-type: none"> ● formulates/chooses a research question that is clear and focused and describes its relevance ● formulates and occasionally follows a partial action plan to investigate a research question ● uses a method(s) to collect and record some relevant information ● with guidance, reflects on the research process and results. 	<ul style="list-style-type: none"> ● communicates information and ideas in a way that is somewhat clear ● somewhat organizes information and ideas ● creates an adequate reference list and sometimes cites sources. 	<ul style="list-style-type: none"> ● completes a simple analysis of concepts, issues, models, visual representation and/or theories ● summarizes information to make some adequate arguments ● analyses sources/data in terms of origin and purpose, recognizing some values and limitations ● recognizes different perspectives and suggests some of their implications.
5-6	<ul style="list-style-type: none"> ● uses considerable and relevant terminology accurately ● demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. 	<ul style="list-style-type: none"> ● formulates/chooses a clear and focused research question and describes its relevance in detail ● formulates and mostly follows a sufficiently developed action plan to investigate a research question ● uses methods to collect and record appropriate relevant information ● with guidance, evaluates on the research process and results. 	<ul style="list-style-type: none"> ● communicates information and ideas in a style that is mostly appropriate to the audience and purpose ● mostly structures information and ideas according to the task instructions ● creates an adequate reference list and usually cites sources. 	<ul style="list-style-type: none"> ● completes a substantial analysis of concepts, issues, models, visual representation and/or theories ● summarizes information in order to make usually valid arguments ● analyses sources/data in terms of origin and purpose, usually recognizing values and limitations ● clearly recognizes different perspectives and describes most of their implications.
7-8	<ul style="list-style-type: none"> ● consistently uses a range of terminology accurately ● demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples. 	<ul style="list-style-type: none"> ● formulates/chooses a clear and focused research question and explains its relevance ● formulates and effectively follows a consistent action plan to investigate a research question ● uses methods to collect and record appropriate and varied relevant information ● with guidance, provides a detailed evaluation of the research process and results. 	<ul style="list-style-type: none"> ● communicates information and ideas in a style that is completely appropriate to the audience and purpose ● structures information and ideas completely according to the task instructions ● creates a complete reference list and always cites sources. 	<ul style="list-style-type: none"> ● completes a detailed analysis of concepts, issues, models, visual representation and/or theories ● summarizes information to make consistent well-supported arguments ● effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing values and limitations ● clearly recognizes different perspectives and consistently explains their implications.

Curriculum Focus:	During term 1, students in Mandarin 7A have studied <i>Fairy Tales, Fables, Mythology and Legends</i> , and <i>Classical Chinese Poetry</i> . Through individual and group projects, students were working on building their macro-skills of language: listening, speaking, reading, writing, viewing and interpreting. Oral presentation, performance, essay writing, comprehension, and analytical thinking skills have been introduced and practised in the units. In <i>Classical Chinese Poetry</i> unit, skills such as close reading, poetic analysis, research and essay writing have been reinforced.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A	M	U	U
Progress Report #2	6	M	U	U

Additional Teacher Comments (if required)	
Progress Report #1	
Progress Report #2	

Mandarin A Rubric

Levels of Achievement	Criterion A: Analysing	Criterion B: Organizing	Criterion C: Producing Text	Criterion D: Using Language
1-2	The student: <ul style="list-style-type: none"> provides minimal identification and comment upon significant aspects of texts provides minimal identification and comment upon the creator's choices rarely justifies opinions and ideas with examples or explanations; uses little or no terminology identifies few similarities and differences in features within and between texts 	The student: <ul style="list-style-type: none"> makes minimal use of organizational structures, though these may not always serve the context and intention organizes opinions and ideas with a minimal degree of logic makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. 	The student: <ul style="list-style-type: none"> produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience selects few relevant details and examples to support ideas. 	The student: <ul style="list-style-type: none"> uses a limited range of appropriate vocabulary and forms of expression writes and speaks in an inappropriate register and style that do not serve the context and intention uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication spells/writes and pronounces with limited accuracy; errors often hinder communication makes limited and/or inappropriate use of non-verbal communication techniques.
3-4	<ul style="list-style-type: none"> provides adequate identification and comment upon significant aspects of texts provides adequate identification and comment upon the creator's choices justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology identifies some similarities and differences in features within and between texts. 	<ul style="list-style-type: none"> makes adequate use of organizational structures that serve the context and intention organizes opinions and ideas with some degree of logic makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience selects some relevant details and examples to support ideas. 	<ul style="list-style-type: none"> uses an adequate range of appropriate vocabulary, sentence structures and forms of expression sometimes writes and speaks in a register and style that serve the context and intention uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication makes some use of appropriate non-verbal communication techniques.
5-6	<ul style="list-style-type: none"> provides substantial identification and comment upon significant aspects of texts provides substantial identification and comment upon the creator's choices sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology describes some similarities and differences in features across and within and between texts. 	<ul style="list-style-type: none"> makes competent use of organizational structures that serve the context and intention organizes opinions and ideas in a logical manner, with ideas building on each other makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. 	<ul style="list-style-type: none"> produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience selects sufficient relevant details and examples to support ideas. 	<ul style="list-style-type: none"> uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently writes and speaks competently in a register and style that serve the context and intention uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication makes sufficient use of appropriate non-verbal communication techniques.
7-8	<ul style="list-style-type: none"> provides perceptive identification and comment upon significant aspects of texts provides perceptive identification and comment upon the creator's choices gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology compares and contrasts features within and between texts. 	<ul style="list-style-type: none"> makes sophisticated use of organizational structures that serve the context and intention effectively effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way makes excellent use of referencing and formatting tools to create an effective presentation style. 	<ul style="list-style-type: none"> produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience selects extensive relevant details and examples to support ideas. 	<ul style="list-style-type: none"> effectively uses a range of appropriate vocabulary, sentence structures and forms of expression writes and speaks in a consistently appropriate register and style that serve the context and intention uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective makes effective use of appropriate non-verbal communication techniques.

Curriculum Focus:	Students in Physical Education 7 developed their fundamental skills and conceptual understanding through various Territorial Invasion Games. Throughout the unit, all four criteria were assessed. Students are now currently exploring Net/Wall concepts through volleyball, Omnikin ball, badminton, and pickleball.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A	U	E	E
Progress Report #2	5	U	E	U

	Additional Teacher Comments (if required)
Progress Report #1	Sophie participates well in class, and has engaged fairly well in all activities. I encourage Sophie to communicate more regularly in all game situations, and to seek leadership roles within team contexts on a more consistent basis.
Progress Report #2	

Physical and health education rubric

Levels of Achievement	Criterion A: Knowing and understanding	Criterion B: Planning for performance	Criterion C: Applying and performing	Criterion D: Reflecting and improving performance
1-2	The student: <ul style="list-style-type: none"> ● recalls physical and health education factual, procedural and conceptual knowledge ● identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations ● applies physical and health terminology to communicate understanding with limited success. 	The student: <ul style="list-style-type: none"> ● outlines a plan for improving physical performance and health ● states the effectiveness of a plan based on the outcome. 	The student: <ul style="list-style-type: none"> ● recalls and applies skills and techniques with limited success ● recalls and applies strategies and movement concepts with limited success ● recalls and applies information to perform 	The student: <ul style="list-style-type: none"> ● identifies strategies that enhance interpersonal skills ● lists goals to enhance performance ● summarizes performance.
3-4	<ul style="list-style-type: none"> ● states physical and health education factual, procedural and conceptual knowledge ● identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations ● applies physical and health terminology to communicate understanding. 	<ul style="list-style-type: none"> ● constructs and outlines a plan for improving physical performance and health ● outlines the effectiveness of a plan based on the outcome. 	<ul style="list-style-type: none"> ● demonstrates and applies skills and techniques with limited success ● demonstrates and applies strategies and movement concepts with limited success ● identifies and applies information to perform. 	<ul style="list-style-type: none"> ● identifies and demonstrates strategies that enhance interpersonal skills ● identifies goals to enhance performance ● outlines and summarizes performance.
5-6	<ul style="list-style-type: none"> ● outlines physical and health education factual, procedural and conceptual knowledge ● applies physical and health education knowledge to describe issues to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations ● applies physical and health terminology consistently to communicate understanding. 	<ul style="list-style-type: none"> ● constructs and explains a plan for improving physical performance and health ● describes the effectiveness of a plan based on the outcome. 	<ul style="list-style-type: none"> ● demonstrates and applies skills and techniques ● demonstrates and applies strategies and movement concepts ● identifies and applies information to perform effectively. 	<ul style="list-style-type: none"> ● outlines and demonstrates strategies that enhance interpersonal skills ● identifies goals and applies strategies to enhance performance ● outlines and evaluates performance.
7-8	<ul style="list-style-type: none"> ● describes physical health education factual, procedural and conceptual knowledge ● applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations ● applies physical and health terminology consistently and effectively to communicate understanding. 	<ul style="list-style-type: none"> ● designs and explains a plan for improving physical performance and health ● explains the effectiveness of a plan based on the outcome. 	<ul style="list-style-type: none"> ● demonstrates and applies a range of skills and techniques ● demonstrates and applies a range of strategies and movement concepts ● outlines and applies information to perform effectively. 	<ul style="list-style-type: none"> ● describes and demonstrates strategies that enhance interpersonal skills ● outlines goals and applies strategies to enhance performance ● explains and evaluates performance.

Curriculum Focus:	Visual Art is a semester course. Your child will not commence Visual Art classes until Monday, February 1st and information about your child's progress will be communicated after this date.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A			
Progress Report #2				

	Additional Teacher Comments (if required)
Progress Report #1	
Progress Report #2	

Visual arts rubric

Levels of Achievement	Criterion A: Knowing and understanding	Criterion B: Developing skills	Criterion C: Thinking creatively	Criterion D: Responding
1-2	The student: <ul style="list-style-type: none"> ● demonstrates limited awareness of the art form studied, including limited use of appropriate language ● demonstrates limited awareness of the relationship between the art form and its context ● demonstrates limited awareness of the links between the knowledge acquired and artwork created. 	The student: <ul style="list-style-type: none"> ● demonstrates limited acquisition and development of the skills and techniques of the art form studied ● demonstrates limited application of skills and techniques to create, perform and/or present art. 	The student: <ul style="list-style-type: none"> ● identifies a limited artistic intention ● identifies limited alternatives and perspectives ● demonstrates limited exploration of ideas. 	The student: <ul style="list-style-type: none"> ● identifies limited connections between art forms, art and context, or art and prior learning ● demonstrates limited recognition that the world contains inspiration or influence for art ● presents a limited evaluation of certain elements of artwork.
3-4	<ul style="list-style-type: none"> ● demonstrates adequate awareness of the art form studied, including adequate use of appropriate language ● demonstrates adequate awareness of the relationship between the art form and its context ● demonstrates adequate awareness of the links between the knowledge acquired and artwork created. 	<ul style="list-style-type: none"> ● demonstrates adequate acquisition and development of the skills and techniques of the art form studied ● demonstrates adequate application of skills and techniques to create, perform and/or present art. 	<ul style="list-style-type: none"> ● identifies an adequate artistic intention ● identifies adequate alternatives and perspectives ● demonstrates adequate exploration of ideas. 	<ul style="list-style-type: none"> ● identifies adequate connections between art forms, art and context, or art and prior learning ● demonstrates adequate recognition that the world contains inspiration or influence for art ● presents an adequate evaluation of certain elements of artwork.
5-6	<ul style="list-style-type: none"> ● demonstrates substantial awareness of the art form studied, including substantial use of appropriate language ● demonstrates substantial awareness of the relationship between the art form and its context ● demonstrates substantial awareness of the links between the knowledge acquired and artwork created. 	<ul style="list-style-type: none"> ● demonstrates substantial acquisition and development of the skills and techniques of the art form studied ● demonstrates substantial application of skills and techniques to create, perform and/or present art. 	<ul style="list-style-type: none"> ● identifies a substantial artistic intention ● identifies substantial alternatives and perspectives ● demonstrates substantial exploration of ideas. 	<ul style="list-style-type: none"> ● identifies substantial connections between art forms, art and context, or art and prior learning ● demonstrates substantial recognition that the world contains inspiration or influence for art ● presents a substantial evaluation of certain elements of artwork.
7-8	<ul style="list-style-type: none"> ● demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ● demonstrates excellent awareness of the relationship between the art form and its context ● demonstrates excellent awareness of the links between the knowledge acquired and artwork created. 	<ul style="list-style-type: none"> ● demonstrates excellent acquisition and development of the skills and techniques of the art form studied ● demonstrates excellent application of skills and techniques to create, perform and/or present art. 	<ul style="list-style-type: none"> ● identifies an excellent artistic intention ● identifies excellent alternatives and perspectives ● demonstrates excellent exploration of ideas. 	<ul style="list-style-type: none"> ● identifies excellent connections between art forms, art and context, or art and prior learning ● demonstrates excellent recognition that the world contains inspiration or influence for art ● presents an excellent evaluation of certain elements or principles of artwork.

Performing arts

Teacher Name: Natassja By

Curriculum Focus:	Students completed the Pantomime unit by performing a final performance piece in a small group setting. They have completed the music component of the 1920's unit with a musical transcription, and have now begun their study of Silent Film. The final summative will include both pantomime and music skills. Process Journal reflections and self-evaluation are important tools in this course and will be ongoing throughout the year.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A	U	U	U
Progress Report #2	6	U	U	U

	Additional Teacher Comments (if required)
Progress Report #1	
Progress Report #2	

Performing arts rubric

Levels of Achievement	Criterion A: Knowing and understanding	Criterion B: Developing skills	Criterion C: Thinking creatively	Criterion D: Responding
1-2	The student: <ul style="list-style-type: none"> ● demonstrates limited awareness of the art form studied, including limited use of appropriate language ● demonstrates limited awareness of the relationship between the art form and its context ● demonstrates limited awareness of the links between the knowledge acquired and artwork created. 	The student: <ul style="list-style-type: none"> ● demonstrates limited acquisition and development of the skills and techniques of the art form studied ● demonstrates limited application of skills and techniques to create, perform and/or present art. 	The student: <ul style="list-style-type: none"> ● identifies a limited artistic intention ● identifies limited alternatives and perspectives ● demonstrates limited exploration of ideas. 	The student: <ul style="list-style-type: none"> ● identifies limited connections between art forms, art and context, or art and prior learning ● demonstrates limited recognition that the world contains inspiration or influence for art ● presents a limited evaluation of certain elements of artwork.
3-4	<ul style="list-style-type: none"> ● demonstrates adequate awareness of the art form studied, including adequate use of appropriate language ● demonstrates adequate awareness of the relationship between the art form and its context ● demonstrates adequate awareness of the links between the knowledge acquired and artwork created. 	<ul style="list-style-type: none"> ● demonstrates adequate acquisition and development of the skills and techniques of the art form studied ● demonstrates adequate application of skills and techniques to create, perform and/or present art. 	<ul style="list-style-type: none"> ● identifies an adequate artistic intention ● identifies adequate alternatives and perspectives ● demonstrates adequate exploration of ideas. 	<ul style="list-style-type: none"> ● identifies adequate connections between art forms, art and context, or art and prior learning ● demonstrates adequate recognition that the world contains inspiration or influence for art ● presents an adequate evaluation of certain elements of artwork.
5-6	<ul style="list-style-type: none"> ● demonstrates substantial awareness of the art form studied, including substantial use of appropriate language ● demonstrates substantial awareness of the relationship between the art form and its context ● demonstrates substantial awareness of the links between the knowledge acquired and artwork created. 	<ul style="list-style-type: none"> ● demonstrates substantial acquisition and development of the skills and techniques of the art form studied ● demonstrates substantial application of skills and techniques to create, perform and/or present art. 	<ul style="list-style-type: none"> ● identifies a substantial artistic intention ● identifies substantial alternatives and perspectives ● demonstrates substantial exploration of ideas. 	<ul style="list-style-type: none"> ● identifies substantial connections between art forms, art and context, or art and prior learning ● demonstrates substantial recognition that the world contains inspiration or influence for art ● presents a substantial evaluation of certain elements of artwork.
7-8	<ul style="list-style-type: none"> ● demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ● demonstrates excellent awareness of the relationship between the art form and its context ● demonstrates excellent awareness of the links between the knowledge acquired and artwork created. 	<ul style="list-style-type: none"> ● demonstrates excellent acquisition and development of the skills and techniques of the art form studied ● demonstrates excellent application of skills and techniques to create, perform and/or present art. 	<ul style="list-style-type: none"> ● identifies an excellent artistic intention ● identifies excellent alternatives and perspectives ● demonstrates excellent exploration of ideas. 	<ul style="list-style-type: none"> ● identifies excellent connections between art forms, art and context, or art and prior learning ● demonstrates excellent recognition that the world contains inspiration or influence for art ● presents an excellent evaluation of certain elements or principles of artwork.

Design

Teacher Name: Rob Eakin

Curriculum Focus:	Design 7, the art of creative problem solving, will focus on the completion of two major projects over the course of the semester. Students will research, design, build and evaluate a magazine cover and VEX-IQ robots. Assessments will be sent home throughout the semester.
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	Overall Level of Achievement:	Approaches to Learning (AtL) Skills:		
		Organization	Collaboration	Reflection
Progress Report #1	N/A	U	U	U
Progress Report #2	6	U	U	U

Additional Teacher Comments (if required)	
Progress Report #1	
Progress Report #2	

Design rubric

Levels of Achievement	Criterion A: Inquiring and analysing	Criterion B: Developing ideas	Criterion C: Creating the solution	Criterion D: Evaluating
1-2	The student: <ul style="list-style-type: none"> states the need for a solution to a problem states the findings of research. 	The student: <ul style="list-style-type: none"> states one basic success criterion for a solution presents one design idea, which can be interpreted by others creates an incomplete planning drawing/diagram. 	The student: <ul style="list-style-type: none"> demonstrates minimal technical skills when making the solution creates the solution, which functions poorly and is presented in an incomplete form. 	The student: <ul style="list-style-type: none"> defines a testing method, which is used to measure the success of the solution states the success of the solution.
3-4	<ul style="list-style-type: none"> outlines the need for a solution to a problem states some points of research needed to develop a solution, with some guidance states the main features of an existing product that inspires a solution to the problem outlines some of the main findings of research. 	<ul style="list-style-type: none"> states a few success criteria for the solution presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others states the key features of the chosen design creates a planning drawing/diagram or lists requirements for the creation of the chosen solution. 	<ul style="list-style-type: none"> lists the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution demonstrates satisfactory technical skills when making the solution creates the solution, which partially functions and is adequately presented states one change made to the chosen design or plan when making the solution. 	<ul style="list-style-type: none"> defines a relevant testing method, which generates data, to measure the success of the solution states the success of the solution against the design specification based on the results of one relevant test states one way in which the solution could be improved states one way in which the solution can impact the client/target audience.
5-6	<ul style="list-style-type: none"> explains the need for a solution to a problem states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance outlines the main features of an existing product that inspires a solution to the problem outlines the main findings of relevant research. 	<ul style="list-style-type: none"> develops a few success criteria for the solution presents a few feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others presents the chosen design stating the key features creates a planning drawing/diagram and lists the main details for the creation of the chosen solution 	<ul style="list-style-type: none"> lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan to create the solution demonstrates competent technical skills when making the solution creates the solution, which functions as intended and is presented appropriately states one change made to the chosen design and plan when making the solution. 	<ul style="list-style-type: none"> defines relevant testing methods, which generate data, to measure the success of the solution states the success of the solution against the design specification based on relevant product testing outlines one way in which the solution could be improved outlines the impact of the solution on the client/target audience, with guidance.
7-8	<ul style="list-style-type: none"> explains and justifies the need for a solution to a problem states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance describes the main features of an existing product that inspires a solution to the problem presents the main findings of relevant research. 	<ul style="list-style-type: none"> develops a list of success criteria for the solution presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others presents the chosen design describing the key features creates a planning drawing/diagram, which outlines the main details for making the chosen solution. 	<ul style="list-style-type: none"> outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution demonstrates excellent technical skills when making the solution follows the plan to create the solution, which functions as intended and is presented appropriately lists the changes made to the chosen design and plan when making the solution. 	<ul style="list-style-type: none"> outlines simple, relevant testing methods, which generate data, to measure the success of the solution outlines the success of the solution against the design specification based on authentic product testing outlines how the solution could be improved outlines the impact of the solution on the client/target audience.

Curriculum Focus:	Students continued with their focus on organisation, time-management and the effective maintenance of a homework planner (online or paper). Our main focus this term was on social emotional learning skills, critical thinking, and communication skills. Students considered different points of view, the importance of being empathetic and respectful, how to delegate and take responsibility, and how to engage an audience during presentations.
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	Approaches to Learning (AtL) Skills:		
	Organization	Collaboration	Reflection
Progress Report #1	U	E	E
Progress Report #2	U	U	U

	Additional Teacher Comments (if required)
Progress Report #1	
Progress Report #2	

LEAP Electives (Tuesday): 3D Modelling, Animation & Game Design **Teacher Name: Martin Jones**

	Approaches to Learning (AtL) Skills:		
	Organization	Collaboration	Reflection
Progress Report #1	U	U	E
Progress Report #2	M	U	U

	Additional Teacher Comments (if required)
Progress Report #1	Sophie is making good progress in this course. She completes the various skill building activities and works well with others. Sophie is encouraged to continually reflect on the various learning strategies she can use to ensure that she is appropriately challenged.
Progress Report #2	Sophie continues to make good progress in the course. She is attentive during skill-building sessions and she works well with her peers. Her 3D animation skills are progressing well.

LEAP Electives (Wednesday): 2D Graphics, Coding & HTML5 **Teacher Name: Jameson Wright**

	Approaches to Learning (AtL) Skills:		
	Organization	Collaboration	Reflection
Progress Report #1	U	U	U
Progress Report #2	M	M	U

	Additional Teacher Comments (if required)
Progress Report #1	
Progress Report #2	

LEAP Electives (Thursday): Twentieth-Century World History **Teacher Name: Gordon MacIntyre**

	Approaches to Learning (AtL) Skills:		
	Organization	Collaboration	Reflection
Progress Report #1	U	U	U
Progress Report #2	U	U	U

	Additional Teacher Comments (if required)
Progress Report #1	Sophie shows a keen understanding of historical events and their implications. She contributes positively to class discussions.
Progress Report #2	