



Toddle International School

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Term 2 report [2023-24]



Noah Hunter

Grade 2

Student UID : IMDS7789

Date of birth : 09/06/2016

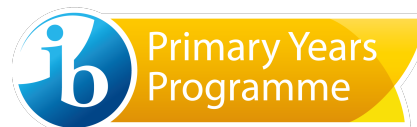
Homeroom adviser : Olivia Bennett

Gender : Male

Address : Avenida Belgrano, Sector 9, Rosario - 2000, Provincia de Santa Fe

Nationality : Argentina

Date of creation: 26/04/2024



Dear Parents,

We are delighted to share your child's PYP Term 2 Progress Report for the academic year 2023-24. This report offers a reflection of your child's learning journey and development at Toddle International School, providing insights into their growth across key areas of inquiry, skills, and understanding.

At Toddle International School, we believe that assessment is an integral part of the learning process. Through daily observation, thoughtful documentation, and ongoing reflection, our teachers gain a comprehensive view of each child's progress. These insights guide our teaching practices and help identify both strengths and areas for further growth, allowing us to tailor learning experiences to support your child's individual needs.

We are committed to fostering a strong partnership with parents, ensuring that you remain closely involved in your child's development. Our Toddle communication platform, half-yearly Parent-Teacher Conferences, and this progress report are just a few of the ways we strive to keep you informed and engaged in your child's learning journey.

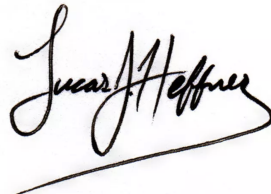
We appreciate your continued support and collaboration in making your child's educational experience a success.

Kind regards,

John H Smith
Head of Primary School



John H Smith
Head of primary school



Lucas J Heffner
PYP co-ordinator



Olivia C Bennett
Homeroom adviser

Unit reports



Sharing the Planet

Living things depend on each other and the environment for survival

Achievement Effort

EXCL

VG

Lines of inquiry

1. The relationship between living things and their habitats
2. Human impact on ecosystems
3. The role of adaptation in survival

Integrated subject areas

Science, Language, Art

Unit comment

Noah showed a strong understanding of the relationships between living organisms and their environments. He actively participated in discussions on habitats, adaptation, and human impact, contributing thoughtful insights. His hands-on engagement and critical thinking helped deepen his understanding of ecosystems. Noah performed exceptionally well in this unit.

Learner profile attributes

| | Achievement | Effort |
|---|-------------|--------|
| Inquirer | EXMP | VG |
| Caring | EXCL | G |
| Thinker | EXMP | VG |
| Comment | | |
| Noah showed strong Inquiry skills by asking thoughtful questions and exploring the natural world with curiosity. As a Thinker, he made insightful connections and solved problems independently. His Caring nature was evident as he supported his peers and expressed concern for the environment. | | |

Concepts

| | Achievement | Effort |
|--|-------------|--------|
| Change | EXCL | G |
| Connection | EXB | G |
| Responsibility | EXCL | G |
| Comment | | |
| Noah understood the concepts of Change, Connection, and Responsibility well. He recognized how living things adapt, made connections between ecosystems, and demonstrated accountability for protecting the environment. | | |

Approaches to learning

| | Achievement | Effort |
|--|-------------|--------|
| Self-management skills | EXMP | O |
| Research skills | EXCL | O |
| Communication skills | EXMP | O |
| Comment Noah displayed excellent Self-management skills, effectively organizing his work and staying focused during hands-on activities. His Research skills were evident as he gathered and analyzed information about ecosystems and animal adaptations. Noah also demonstrated strong Communication skills, clearly articulating his ideas during discussions and presentations, particularly when explaining the impact of human activity on ecosystems. | | |



Where We Are in Place and Time

Exploration leads to discoveries, opportunities, and new understandings.

| Achievement | Effort |
|-------------|----------|
| EXCL | G |

Lines of inquiry

1. The reasons people explore
2. The impact of exploration on people and places
3. How discoveries change our understanding of the world

Integrated subject areas

History, Geography, Arts

Unit comment

Noah showed a strong understanding of how exploration shaped the world. He actively engaged in learning about explorers and their impacts, and his projects reflected thoughtful connections between history and its effects on society. Noah's curiosity and critical thinking were evident, and he performed excellently throughout the unit.

Learner profile attributes

| | Achievement | Effort |
|---|-------------|--------|
| Knowledgeable | EXCL | G |
| Risk-Taker | EXB | Avg |
| Reflective | EXCL | G |
| Comment Noah demonstrated a solid understanding of exploration and its effects, displaying the attributes of a Knowledgeable learner. He took risks by exploring new ideas in his research and projects. Noah was also Reflective, considering the impact of exploration on different cultures and environments throughout history. | | |

Concepts

| | Achievement | Effort |
|--|-------------|--------|
| Causation | EXMP | G |
| Change | EXCL | G |
| Perspective | EXB | Avg |
| Comment Noah demonstrated a solid understanding of Causation, recognizing the reasons behind exploration and how it influenced world events. He grasped Change well, identifying how discoveries transformed societies and created new opportunities. Additionally, Noah explored Perspective, reflecting thoughtfully on how different viewpoints shaped the outcomes and impacts of exploration throughout history | | |

Approaches to learning

| | Achievement | Effort |
|---|-------------|--------|
| Thinking skills | EXB | Avg |
| Social skills | EXCL | O |
| Communication skills | EXB | Avg |
| Comment Noah displayed strong Thinking Skills by connecting exploration to its lasting effects on different cultures. His Social Skills were evident in group work, where he contributed ideas and collaborated well with his peers. Noah also demonstrated clear Communication Skills, expressing his ideas confidently during discussions and presentations on exploration. | | |

Progress summary

Progress summary for subjects

| | Achievement | Effort |
|--|-------------|--------|
| English Carolina F, Martín A | EXMP | G |
| Mathematics Sebastián G | EVL | Avg |
| Sciences Valeria M, Juan C | EXB | Avg |
| Social studies Pablo R | EXMP | VG |
| Visual arts Julieta L, Clara E | EXB | G |
| Physical education Andrés P | EVL | Avg |

Homeroom teacher comment

Noah Hunter has shown great progress across all subjects this semester. His positive attitude, strong work ethic, and willingness to collaborate with peers have stood out. Noah consistently applies feedback and is dedicated to improving his skills. Keep up the great work, Noah!

Attendance

1st Jan - 25th Apr 2024

| | | | | | |
|--------------------------|-------------------------|-------------------|-----------------------|--------------------|---------------|
| Overall presence | | | | | 85.71% |
| Present 85.71% | Absent 14.28% | Late 0% | Vacation 0% | Leave 0% | |

Subject reports



English

Carolina F, Martín A

During this term, students focused on developing their reading and writing skills. In reading, they explored a variety of fiction and non-fiction texts, focusing on identifying main ideas, themes, and supporting details. In writing, students practiced narrative, descriptive, and persuasive forms, with emphasis on vocabulary building, sentence structure, and clarity of expression. Group discussions, reading comprehension exercises, and creative writing assignments were key components of the curriculum.

Subject standards

| | Achievement | Effort |
|--|-------------|--------|
| Reading Standards for Literature | EXMP | VG |
| Key Ideas and Details | EXMP | VG |
| Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text | EXCL | G |
| Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral | EXB | Avg |
| Describe how characters in a story respond to major events and challenges | EXCL | G |
| Craft and Structure | EXMP | VG |
| Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song | EXCL | G |
| Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action | EXCL | G |
| Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud | EXB | Avg |

Teacher comment on subject

Noah has shown great progress in his reading and writing abilities. He actively participates in class discussions, and his storytelling skills have blossomed this term.



Mathematics

Sebastián G

This term, students focused on operations and algebraic thinking. They worked on addition, subtraction, and early multiplication concepts, using number patterns and equations to solve problems. Emphasis was placed on solving word problems and developing strategies like drawing models and writing simple equations.

Subject standards

| | Achievement | Effort |
|---|-------------|--------|
| Operations and Algebraic Thinking | EXCL | G |
| Represent and solve problems involving addition and subtraction | EXCL | G |
| Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem | EXB | Avg |
| Add and subtract within 20 | EXCL | G |
| Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers | EXB | Avg |
| Work with equal groups of objects to gain foundations for multiplication | EXCL | G |
| Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends | EXCL | G |
| Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends | EXB | Avg |

Teacher comment on subject

Noah continues to build a solid mathematical foundation. His confidence in applying operations and problem-solving strategies is growing with each lesson.



Sciences

Valeria M, Juan C

This term, students studied Earth Systems, focusing on how wind and water shape landforms, and exploring different solutions to prevent erosion. They created models of land and water features and learned where water is found on Earth in solid and liquid forms.

Subject standards

| | Achievement | Effort |
|--|-------------|--------|
| Earth's Systems | EXCL | G |
| Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land | EXCL | G |
| Develop a model to represent the shapes and kinds of land and bodies of water in an area | EXB | Avg |
| Obtain information to identify where water is found on Earth and that it can be solid or liquid | EXB | Avg |

Teacher comment on subject

Noah excelled in understanding Earth's systems, especially in comparing erosion solutions and building models of landforms. He effectively identified where water is found and its states. His engagement in class activities was impressive.



Social studies

Pablo R

This term, students explored Civic and Political Institutions, learning about the roles and responsibilities of people in authority and how everyone plays a role in their community. They also examined The Global Economy, discussing why countries trade goods and services and understanding the differences between domestically and internationally produced products. Additionally, students practiced identifying helpful sources to answer key questions.

Subject standards

| | Achievement | Effort |
|--|-------------|--------|
| Determining Helpful Sources | EXMP | VG |
| Determine the kinds of sources that will be helpful in answering compelling and supporting questions | EXCL | G |
| Civic and Political Institutions | EXMP | VG |
| Describe roles and responsibilities of people in authority | EXCL | G |
| Explain how all people, not just official leaders, play important roles in a community | EXB | Avg |
| The Global Economy | EXMP | VG |
| Describe why people in one country trade goods and services with people in other countries | EXCL | G |
| Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad | EXB | Avg |

Teacher comment on subject

Noah actively engaged in discussions about civic roles and responsibilities, showing a clear understanding of how leaders and community members contribute to society. He was particularly interested in learning about global trade and effectively explained why countries exchange goods and services. Noah also demonstrated skill in identifying reliable sources for his inquiries, contributing valuable insights to class discussions.



Visual arts

Julieta L, Clara E

This term in Visual Arts, students explored Creative Expression by using a variety of mediums to create artworks that reflect personal and cultural ideas. They also examined Art Appreciation, learning to interpret and discuss the significance of art in different cultures and how art influences society.

Subject standards

| | Achievement | Effort |
|--|-------------|--------|
| Creating | EXMP | VG |
| Organize and develop artistic ideas and work | EXCL | G |
| Focus on and pursue a process or idea to completion when experimenting with a wide variety of art materials | EXCL | G |
| Focus on and pursue a process or idea to completion by setting up, maintaining, and cleaning up a suitable workspace for a wide variety of art materials and tools | EXB | Avg |
| Presenting | EXMP | VG |
| Select, analyze and interpret artistic work for presentation | EXCL | G |
| Create an image or object and describe what it represents | EXCL | G |
| Explain more than one purpose for presenting art | EXB | Avg |

Teacher comment on subject

Noah demonstrated creativity and enthusiasm in his art projects, effectively using different mediums to express his ideas. He showed a keen interest in understanding the role of art across various cultures and contributed thoughtful reflections during class discussions. His final piece displayed a strong sense of personal expression and cultural understanding.



Physical education

Andrés P

This term in Physical and Health Education, students focused on Active Living by exploring the impact of daily practices on their overall well-being. They engaged in a variety of physical activities, such as team sports and fitness exercises, aimed at improving their coordination, strength, and flexibility. Students also developed an awareness of how being physically active contributes to good health, emphasizing the importance of making healthy choices in their daily lives.

Subject standards

| | Achievement | Effort |
|---|-------------|--------|
| Active Living | EXMP | VG |
| Our daily practices can have an impact on our well-being | EXCL | G |
| Engage in a variety of different physical activities | EXCL | G |
| Demonstrate an awareness of how being active contributes to good health | EXB | Avg |

Teacher comment on subject

Noah demonstrated a strong commitment to maintaining an active lifestyle this term. He excelled in engaging with a wide range of physical activities and showed an impressive understanding of how daily habits impact well-being. Noah consistently participated with enthusiasm and worked well with his peers, displaying excellent teamwork and sportsmanship. His awareness of the benefits of physical activity on his health has grown, and he continues to make positive choices to support his overall fitness.

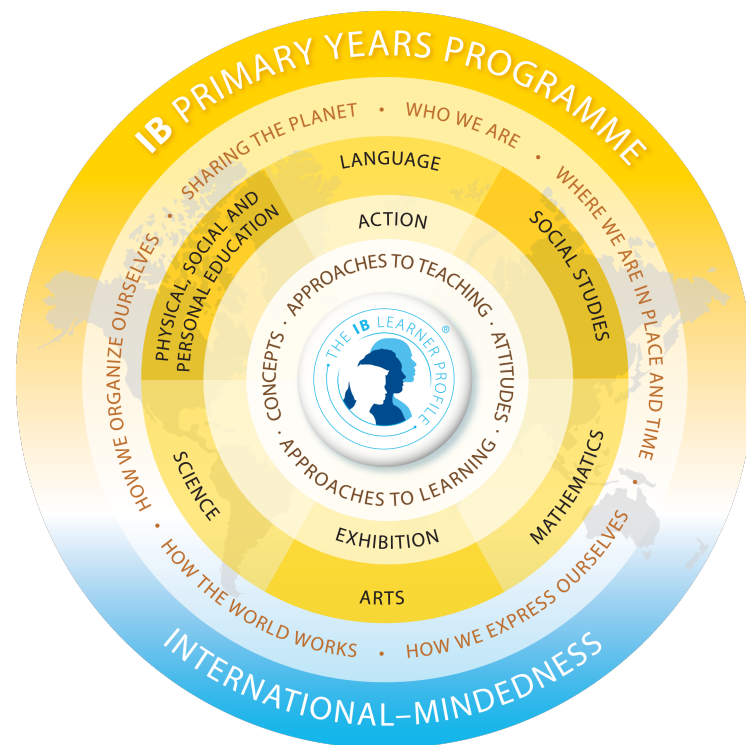
Assessment criteria

Achievement

| Value | Abbreviation | Description |
|------------|--------------|--------------------------------------|
| Exemplary | EXMP | Exceeds grade level expectations |
| Excelling | EXCL | At grade level expectations |
| Exhibiting | EXB | Approaching grade level expectations |
| Evolving | EVL | Needs development |
| Emerging | EMR | Not assessed yet |

Effort

| Value | Abbreviation | Description |
|-----------|--------------|---|
| Very good | VG | Showed strong interest and performed beyond expectations. |
| Good | G | Completed tasks well with a positive attitude |
| Average | Avg | Met basic expectations with minimal extra effort |
| Bad | B | Struggled to complete tasks and needed support |
| Very bad | VB | Showed little effort and rarely completed tasks |



Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our inter-dependence with other people and with the world in which we live.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.