



# Student Progress Report

## PERFORMANCE SCALE DEFINITIONS

### NOT YET MEETING EXPECTATIONS

- Work does not meet grade-level expectations
- May be evidence of progress toward relevant learning outcomes
- Requires ongoing support

### APPROACHING EXPECTATIONS

- Work may be inconsistent, but meets grade-level expectations at minimal level
- Evidence of progress toward relevant learning outcomes
- Needs support in some areas

### MEETING EXPECTATIONS

- Work meets grade-level expectations
- Evidence that relevant learning outcomes have been met
- Demonstrates proficient academic performance

### EXCEEDING EXPECTATIONS

- Work exceeds grade-level expectations
- Demonstrates superior performance and in-depth understanding of learning outcomes

### PARENT/GUARDIAN COPY

- If more information regarding this report is required, contact your child's teacher
- Please write any comments on the back of the report card, sign it, and return to your child's teacher

# Student Progress Report

Grade 4 School Year 2014-15 Term 2

Student Name : Tina Johnshon	X = Adapted Program. [See written explanation] ✓ = Your child's performance
Teacher : Mr. Sequeira	
<b>Student Strengths :</b> Tina is a quiet, polite girl who arrives to class with a smile on her face every morning. She is respectful to her classmates and has many close friends. She works hard in class and is always willing to help others out when she is done. Tina has great attention to detail in her class work.	

## Learning and Social Behaviors

Aspect	Rarely	Sometimes	Often
<b>USING SELF-CONTROL</b> Engaged, focused, not distracted or distracting, following direction.			✓
<b>EXHIBITING A POSITIVE ATTITUDE</b> Eager, joyful, interested in/open to learning, has an "I can do it" attitude, participates fully.			✓
<b>CURIOSITY</b> Responds with wonder and awe, asks questions, observes closely, loves to discover and experiment, playful.		✓	
<b>PERSEVERANCE</b> Has the attention span and interest to stick with play activities, to finish assignments and projects, to work through challenges with determination; doesn't give up easily – wants to figure things out on their own.			✓
<b>STRIVING FOR ACCURACY</b> Takes great care to stay organized and strives to do his/her very best sometimes putting in that little bit of extra time and effort to take the assignment beyond expectations.			✓
<b>ACTIVE THINKING</b> Makes connections (That reminds me of... That's just like the time when...), asks thought-provoking questions and poses problems (I wonder what would happen if...), generates ideas, imaginative, creative – "thinks outside the box".		✓	

## Learning and Social Behaviors

<b>Social Responsibility</b>	<ul style="list-style-type: none"> <li>● Has difficulty working effectively in a group.</li> </ul>	<ul style="list-style-type: none"> <li>● With some support works effectively in a group.</li> </ul>	<ul style="list-style-type: none"> <li>● Works effectively in a group.</li> </ul>	<ul style="list-style-type: none"> <li>● Works effectively in a group and looks for opportunities to include others.</li> </ul>
	<ul style="list-style-type: none"> <li>● Not yet able to identify problems or suggest a possible way to solve them.</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance, is able to identify problems and suggest one or two ways to solve them.</li> </ul>	<ul style="list-style-type: none"> <li>● Can identify problems, suggest some possible solutions, listen to the point of view of others, and sometimes put solutions into action.</li> </ul>	<ul style="list-style-type: none"> <li>● Can identify problems, suggest a variety of effective ways to solve them, listen to and compromise with others, and put solutions into action.</li> </ul>
	<ul style="list-style-type: none"> <li>● Is sometimes disrespectful and seems unaware of the rights of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Usually respectful to others, but needs help to see what is fair.</li> </ul>	<ul style="list-style-type: none"> <li>● Treats others fairly and respectfully, shows an interest in helping in unfair situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Is consistently fair and respectful and tries to help correct unfair situations.</li> </ul>

### Additional Comments :

Tina is great at working alone as well as in small groups. She is always willing to contribute to group conversations and offer suggestions. She is also always ready to help other students in her group or near her that haven't finished or that need assistance. Tina has very strong opinions and can sometimes dominate the discussion in her group. She is passionate about her thoughts but also needs to listen to the point of view of others fully. We are working on patience to listen to others and giving them positive responses before stating her views. She could practice this at home as well by remembering to use comments such as "I like that idea. Have you thought of it like this?" or "Have you thought of it like this?"

**Language Arts**

**Letter Grade : A**

**Reading**

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>Reading</b>	<ul style="list-style-type: none"> <li>With support, may be able to read and understand brief, simple fiction, non-fiction and poems.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to read, understand, and respond to simple and direct fiction, non-fiction, and poetry but may need some support.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to independently read, understand, and respond to simple and direct fiction, non-fiction, and poems.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to independently read, understand, and respond to simple and direct fiction, non-fiction, and poetry with some complex language and ideas.</li> </ul>
<b>Responding</b>	<ul style="list-style-type: none"> <li>Responses are often inaccurate or incomplete; tends to rely on guessing.</li> </ul>	<ul style="list-style-type: none"> <li>Responses are generally accurate but often provide little detail or support. Parts may be incomplete or confusing.</li> </ul>	<ul style="list-style-type: none"> <li>When prompted, responses are supported with detail.</li> </ul>	<ul style="list-style-type: none"> <li>Responses are supported with detail.</li> </ul>

**Additional Comments :**

Tina is an avid reader. She reads whenever she gets a chance in class and is often reading chapter books and graphic novels. I am pleased to see that she keeps a vocabulary journal handy and jots down any new words she comes across for further investigation. Tina has expressed interest in reading the Harry Potter series by the end of the summer. I encourage her to maintain her vocabulary journal, as she will encounter several new words. She may benefit from some assistance with them at home when possible.

## Language Arts

### Writing

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>MEANING</b> Ideas & Information Use of Detail	<ul style="list-style-type: none"> <li>Ideas are not developed; few details; often very brief, vague, irrelevant or illogical. Little sense of purpose or focus; some information may be inaccurate or copied. Shows little awareness of audience.</li> </ul>	<ul style="list-style-type: none"> <li>Topic clear but focus wanders; limited details – some may be irrelevant, inaccurate, or copied. Predictable; relies on ideas discussed in class or from another story. Tries to engage the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Clear topic and purpose with some supporting details; generally accurate and written in own words. Some attempts to engage the readers. Predictable but shows originality in places.</li> </ul>	<ul style="list-style-type: none"> <li>Focused; accurate, complete, relevant ideas expressed in own words. Strong descriptions. Shows originality – may develop parts in unusual ways to create an impact.</li> </ul>
<b>FORM</b> Opening, organization and sequence, conclusion, connecting words for smooth transitions	<ul style="list-style-type: none"> <li>Sequence hard to follow; writing incomplete and brief; over uses or omits basic connecting words (e.g. and then). May be all “middle” with no clear introduction or conclusion; little organization.</li> </ul>	<ul style="list-style-type: none"> <li>Generally easy to follow; intro vague; loosely related ideas in middle; abrupt ending; some paragraphing with unsorted details; repeats connecting words. Stories focus on action and retelling; some dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>Easy to follow – good sequence and detail; some connecting words; introduction often stronger than end. Dialogue sounds real; focuses more on action than character or theme.</li> </ul>	<ul style="list-style-type: none"> <li>Logically sequenced; effective range of connecting; engaging intro detailed middle, strong ending. Detailed description of characters; may develop setting, mood or theme; dialogue reveals character.</li> </ul>
<b>STYLE</b> Clarity, variety and impact of language	<ul style="list-style-type: none"> <li>Uses simple language that may be incorrect in places. Sentences are poorly constructed – often long and rambling or short and stilted.</li> </ul>	<ul style="list-style-type: none"> <li>Uses generally simple, familiar language, sometimes vague; repeats simple and compound sentences; little variety.</li> </ul>	<ul style="list-style-type: none"> <li>Language is clear; tries to use more precise vocabulary; some variety in sentence patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Language is clear, varied and expressive with some precision; effectively uses varied sentence patterns.</li> </ul>
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>Frequent, repeated errors – difficult to read / understand.</li> </ul>	<ul style="list-style-type: none"> <li>Some errors may make parts hard to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Few errors but these do not affect meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Generally correct and proofread for accuracy.</li> </ul>

**Additional Comments :** Tina’s writing is very good. This is due in large part to her interest in reading. She is very careful to watch for correct use of conventions and uses many of the new vocabulary words she has learned through her vocabulary journal. While Tina excels at creative story writing, she doesn’t find it as easy to make informational writing such as reports as engaging for the reader. I would encourage her to find ways to make this writing more interesting. She could work on this by creating her own newspaper at home and reporting on current events of interest to her.

## Language Arts

### Oral Language [Speaking & Listening]

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>Active Listening</b>	<ul style="list-style-type: none"> <li>With support, can sometimes focus upon the speaker and respond with a relevant question, connection, or compliment.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes focuses on the speaker, and responds with a relevant question, connection or specific compliment when called on.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently focuses on the speaker, sometimes responding with a relevant question, connection or compliment.</li> </ul>	<ul style="list-style-type: none"> <li>Listens “actively” and often responds with thoughtful questions, connections, and specific feedback extending the thinking of others.</li> </ul>
<b>Understanding Instructions</b>	<ul style="list-style-type: none"> <li>With support can follow some directions and recall some main facts or ideas in order to complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Generally follows directions, recalls main facts or ideas in sequence and can complete tasks; occasionally requires support.</li> </ul>	<ul style="list-style-type: none"> <li>Usually follows directions and recalls main facts or ideas in sequence in order to successfully complete tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Recalls main facts or events in sequence – almost always knows what to do and readily applies new skills to independent tasks.</li> </ul>
<b>Clarity of Speech; Precision of Vocabulary</b>	<ul style="list-style-type: none"> <li>Sometimes speaks clearly; expressed ideas may be inaccurate, irrelevant or vague – further focus upon vocabulary development is required at this time.</li> </ul>	<ul style="list-style-type: none"> <li>Generally speaks clearly, and audibly; vocabulary is developing and becoming more precise.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly – most of what is said is audible and easy to understand; generally precise, knowledgeable choice of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly and fluently with an extensive and precise vocabulary.</li> </ul>
<b>Oral Presentation</b>	<ul style="list-style-type: none"> <li>Rarely contributes relevant ideas to conversations and discussions without prompting. Need support to express and elaborate upon ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally contributes relevant ideas to conversations and discussions. Ideas are expressed logically and correctly although some are vague and undeveloped.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes contributes relevant and accurate information to conversations and discussions; ideas are expressed in a logical, well-sequenced way.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently contributes accurate, specific, and relevant information to conversations and discussions in a well-sequenced and thoughtful way.</li> </ul>

#### Additional Comments :

Tina is a good listener. She is always attentive when others are speaking and is not afraid to offer her thoughts. Sometimes, she can be over assertive in defending her opinions. We are working on when to just accept another’s difference in opinion and when to debate it with them. Tina’s speaking skills are very good as well. She contributes a lot in class and has well thought out questions. She sometimes gets frustrated with other students when they don’t understand what she is saying due to her use of more advanced vocabulary. I encourage her to practice thinking of multiple ways of explaining herself so that she can be understood fully.

**Science**

**Letter Grade : A**

**Focus : Plant and animal adaptations  
Weather systems**

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>Scientific Behaviour</b>	<ul style="list-style-type: none"> <li>Needs encouragement and guidelines to participate in scientific exploration, think of questions and focus observations.</li> </ul>	<ul style="list-style-type: none"> <li>With adult support, willingly engages in scientific exploration. Asks some questions and makes some observations; further questions and observations are made with teacher guidance. Is sometimes able to make predictions supported by relevant reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Interested in scientific exploration – generally engaged, asks some questions, willingly participates in investigations initiated by the teacher. Observant. Able to make predictions supported by relevant reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Highly curious – often heard asking questions, wondering. Actively engages in scientific exploration in and out of the classroom, eager to share discoveries with others. Observant and keen to show and discuss with others. Makes predictions supported by relevant reasons.</li> </ul>
<b>Scientific Recording &amp; Thinking</b>	<ul style="list-style-type: none"> <li>Not yet able to identify the steps in an experiment, evaluate the fairness of the experiment, or identify variables that can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>With support, is able to describe the steps in designing an experiment and is beginning to be able to recognize the fairness of an experiment and that variables can be changed.</li> </ul>	<ul style="list-style-type: none"> <li>Able to describe and apply the steps in designing an experiment, and through guided discussion can identify variables that can be changed and evaluate the fairness of the experiment.</li> </ul>	<ul style="list-style-type: none"> <li>Capably and thoughtfully able to design and follow the steps of an experiment, identify and change variables, and evaluate the fairness of the experiment.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Does not demonstrate respect for living things or the environment; does not use scientific materials with care.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to show respect for and be aware of the effect of personal impact upon other living things and the world around.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates respect for living things and the environment and uses resources with care.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a deep respect for living things and the environment and uses resources with care.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Scientific knowledge is weak; requires further focused opportunities to experience science, read and discuss scientific books.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a beginning knowledge about the topics studied; still benefits from further hands on experiences, reading and discussions to build personal knowledge and connections.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a good understanding about topics studied, at times making connections with other knowledge gathered from personal experiences or reading.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an excellent understanding of topics studied, often elaborating on concepts and knowledge learned and making connections to other learning.</li> </ul>

**Additional Comments :** Tina participates well in Science lessons. She is able to follow directions for an experiment well and is able to communicate her knowledge of the topic when asked. Tina has mentioned that Science is not one of her favourite subjects. She sometimes finds it harder to engage in scientific recording and reporting. In spite of this, she did a wonderful job on her report and presentation about cloud formations. The students really liked her 3-D model that she made. It would be helpful for her to try some interesting scientific experiments that can be done at home and then report on the process. There are some really fun resources on the Science World website at:

<http://www.scienceworld.ca/resources/main>

**Social Studies**

**Letter Grade : A**

**Focus :** Aboriginal ways of living  
First contact with European explorers in BC

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Generally not engaged in thinking about the issues being introduced in social studies.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some interest in social studies issues; is beginning to use some critical thinking skills and apply some understandings of a selected social studies issue to defend a position; with some adult support is beginning to be able to suggest some ways that a problem or issue could be addressed and implement a plan of action.</li> </ul>	<ul style="list-style-type: none"> <li>Actively engaged; growing confidence and ability to think critically, thoughtfully defend a position on a selected topic, and implement a plan of action to address a problem or issue.</li> </ul>	<ul style="list-style-type: none"> <li>Actively engaged; capably applies critical thinking skills (hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing) to social studies issues; knowledgeably able to defend a position on a selected topic and implement a plan of action to address a selected school, community or national problem or issue.</li> </ul>
<b>Gathering Information</b>	<ul style="list-style-type: none"> <li>Still requires full adult support to gather important, relevant information on a selected topic.</li> </ul>	<ul style="list-style-type: none"> <li>With adult support, demonstrates a beginning ability to gather information from primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to gather information from primary and secondary sources is developing; some adult support is still required.</li> </ul>	<ul style="list-style-type: none"> <li>Able to gather information from primary and secondary sources with good independence.</li> </ul>
<b>Organizing, Representing &amp; Presenting Information</b>	<ul style="list-style-type: none"> <li>Still requires full adult support to organize information and create a presentation on a selected social studies topic.</li> </ul>	<ul style="list-style-type: none"> <li>With adult support, is beginning to be able to organize and accurately represent information, and create a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to organize and accurately represent information, and create a presentation is developing; some adult support is still required.</li> </ul>	<ul style="list-style-type: none"> <li>Able to organize, accurately represent (e.g. writing, drawing, making a model, mapping, etc.), and create a presentation on a selected topic with good independence.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Does not generally demonstrate an understanding of the topics studied.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a beginning understanding of the topics studied.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a good understanding of topics studied.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an excellent understanding of topics studied.</li> </ul>

**Additional Comments :**

Tina was very engaged in our Social Studies unit this term. She was especially keen to share about her aboriginal family background and stories that had been passed down orally through generations. The class was very engaged and appreciative when she did a presentation and activity on First Nations Art. I encourage her to continue to share her culture with the class when she wishes. I understand she visits with her grandmother often. This is a great way to gain a deeper knowledge of her culture.



## Mathematics

## Letter Grade : B

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>Patterns &amp; Relations</b>  Strategies Taught :  -Equations with 1 unknown.  -Problem solving strategies	<ul style="list-style-type: none"> <li>● Generally not yet able to identify the 'rule' of patterns in order to extend them.</li> </ul>	<ul style="list-style-type: none"> <li>● With support, is able to figure out the 'rule' of patterns in order to extend them.</li> </ul>	<ul style="list-style-type: none"> <li>● Is often able to identify patterns, and to figure out the 'rule' that enables him / her to extend the pattern.</li> </ul>	<ul style="list-style-type: none"> <li>● Readily able to identify a variety of patterns, and to generate 'rules' that would work to extend the patterns, often expressing these 'rules' using a symbol in place of a number.</li> </ul>
	<ul style="list-style-type: none"> <li>● Generally does not recognize when to use 'looking for a pattern' as a strategy for solving a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Is beginning to try out 'looking for a pattern' as a strategy to solve a problem; with support, is learning how to create a table, make a diagram, or extend a sequence of numbers to do this.</li> </ul>	<ul style="list-style-type: none"> <li>● Often tries out 'looking for a pattern' as a strategy to solve a problem; generally knows how to create a chart, diagram or sequence of numbers in order to successfully do this.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizes when looking for a pattern is the best way to solve a problem, and is able to create a chart or diagram to assist in successfully finding the solution.</li> </ul>
	<ul style="list-style-type: none"> <li>● Does not recognize the relationship between number operations; needs further support and experience to build this understanding.</li> </ul>	<ul style="list-style-type: none"> <li>● Is beginning to recognize the relationship between number operations (e.g. <math>50-25=25</math> so <math>25+25=50</math>, <math>9 \times 6=54</math> so <math>54/6=9</math>); needs support to figure out missing numbers.</li> </ul>	<ul style="list-style-type: none"> <li>● Understands the relationship between number operations and is starting to apply this understanding to express an equation using a symbol to represent the unknown number. (e.g. <math>75-? = 32</math>, <math>32+? = 75</math>)</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizes the relationship between number operations, and can use this knowledge to express an equation using a symbol to represent the unknown number. (e.g. <math>36-? = 6</math>, <math>6 \times ? = 36</math>)</li> </ul>
<b>Number</b>  Strategies Taught :  Not covered this term.	<ul style="list-style-type: none"> <li>● Does not yet demonstrate an understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>● With support, demonstrates a beginning understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates a solid understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>● Able to communicate and demonstrate understanding of concepts in more complex and varied ways. (e.g. recognizing that multiplication is the same as repeated addition)</li> </ul>
	<ul style="list-style-type: none"> <li>● Not yet able to select the appropriate number operation to use to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● With guidance is beginning to recognize which number operation to use to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Chooses appropriate number operations (+ -x/) to accurately solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Confidently, fluently and accurately able to solve problems using more than one strategy.</li> </ul>
	<ul style="list-style-type: none"> <li>● Is generally unable to communicate how a problem was solved.</li> </ul>	<ul style="list-style-type: none"> <li>● With prompts is beginning to be able to communicate the strategy used to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Communicates how a problem is solved. (e.g. by drawing a picture, using a T-table, using an equation)</li> </ul>	

## Mathematics

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>Measurement</b> Strategies Taught:  Ways of measurement	<ul style="list-style-type: none"> <li>Does not yet demonstrate an understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>With support, demonstrates a beginning understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a solid understanding of all concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a solid understanding of all concepts introduced, readily applying this knowledge to accurately solve problems.</li> </ul>
<b>Geometry</b> Strategies Taught:  Not covered this term	<ul style="list-style-type: none"> <li>Does not yet understand the geometric concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>With support, is beginning to understand the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a solid understanding of the concepts introduced.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a solid understanding of the concepts introduced and applies these understandings to other areas. (e.g. art, construction)</li> </ul>
<b>Data Analysis</b> Strategies Taught:	<ul style="list-style-type: none"> <li>Is not yet able to read and interpret graphs in order to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>With support, is beginning to be able to read and interpret the data in graphs, and to use this to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Able to interpret data contained in graphs and use this to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Confidently able to interpret data from graphs, identify trends, and use this to solve problems.</li> </ul>
	<ul style="list-style-type: none"> <li>Is not yet able to translate data onto a graph.</li> </ul>	<ul style="list-style-type: none"> <li>With support, is beginning to be able to translate data onto a graph.</li> </ul>	<ul style="list-style-type: none"> <li>With minimal support can collect and organize data onto a graph.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently able to collect and organize data various ways (e.g. pie, bar, graph tallies)</li> </ul>

### Additional Comments :

Tina has worked hard on her Math this term. She has done well at identifying problem solving strategies and developing rules from word problems. She is still working on using these new strategies rather than sticking to the same one for every problem. It is important to have an understanding of a variety of problem solving strategies as not every problem can be solved in the same way. I have sent home a list of strategies with examples for her to practice. If she is able to receive assistance at home, that would be great. She is also always welcome to ask me any questions she has at school.

**Fine Arts**

**Letter Grade : A**

**Music**

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>Rhythm &amp; Melody</b>	<ul style="list-style-type: none"> <li>Not yet able to keep a beat, or reproduce or identify patterns or melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Is developing the ability to keep a beat, or reproduce or identify patterns or melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Has developed increasing accuracy and complexity to keep a beat, or reproduce or identify patterns or melodies.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accuracy and complexity to keep a beat, or reproduce or identify patterns or melodies.</li> </ul>
<b>Notation</b>	<ul style="list-style-type: none"> <li>Not yet able to identify, read or write standard or invented notation for familiar melodic or rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Is developing the ability to identify, read or write standard or invented notation for familiar melodic or rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Has developed increasing accuracy and complexity to identify, read or write standard or invented notation for familiar melodic or rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accuracy and complexity to identify, read or write standard or invented notation for familiar melodic or rhythmic patterns.</li> </ul>
<b>Participation</b>	<ul style="list-style-type: none"> <li>Needs significant encouragement to participate and engage appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>With support, participates and engages appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Generally engaged and willingly participates.</li> </ul>	<ul style="list-style-type: none"> <li>Highly curious and actively engaged in positive and respectful ways.</li> </ul>
<b>Oral Presentation</b>	<ul style="list-style-type: none"> <li>Rarely contributes relevant ideas to conversations and discussions without prompting. Need support to express and elaborate upon ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally contributes relevant ideas to conversations and discussions. Ideas are expressed logically and correctly although some are vague and undeveloped.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes contributes relevant and accurate information to conversations and discussions; ideas are expressed in a logical, well-sequenced way.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently contributes accurate, specific, and relevant information to conversations and discussions in a well-sequenced and thoughtful way.</li> </ul>

Fine Arts

Visual Arts

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
	<ul style="list-style-type: none"> <li>Art assignments exhibit little or no apparent skills in the use of media and technique.</li> </ul>	<ul style="list-style-type: none"> <li>Art assignments exhibit some degree of skill in the use of media and technique.</li> </ul>	<ul style="list-style-type: none"> <li>Art assignments exhibit proficient ability in the use of media and technique.</li> </ul>	<ul style="list-style-type: none"> <li>Art assignments exhibit skillful and creative ability in the use of media and technique.</li> </ul>

Performing Arts / Drama

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
Application of Techniques	<ul style="list-style-type: none"> <li>Many techniques being studied are absent from presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the techniques are applied in predictable ways.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the techniques being studied and applies them in predictable ways with some unique ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the techniques being studied and applies them in creative ways.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>Presentations do not communicate ideas and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Presentations generally communicate ideas and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Presentations clearly communicate ideas and emotions and may include some unique ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Presentations effectively communicate ideas and emotions and hold the audience's attention in unexpected ways.</li> </ul>

Additional Comments :

Tina has a very artistic mind. She loves music and performing. Tina shows good musical ability and loves to sing. She is still working on notation as she has not had much exposure to it yet, but she is catching on very quickly. For Visual Art, she created a wonderful background banner for her group's performance of the Lorax. I encourage Tina to explore her artistic interests more outside of school. With her interest in reading and creative writing, she may also think about writing and illustrating her own short story.

**Physical Education**

**Letter Grade : B**

Focus : Basketball Skills

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<b>Participation</b>	<ul style="list-style-type: none"> <li>With support, and frequent rest intervals, participates in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in moderate physical activity with occasional rest intervals.</li> </ul>	<ul style="list-style-type: none"> <li>Usually participates actively in moderate to vigorous physical activities with short recovery periods.</li> </ul>	<ul style="list-style-type: none"> <li>Actively and independently participates in all physical activities.</li> </ul>
<b>Healthy Living</b>	<ul style="list-style-type: none"> <li>With support demonstrates some understanding of the benefits of physical activity, nutrition and other topics studied.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some understanding of the benefits of physical activity, nutrition and other topics studied.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a good understanding of the benefits of physical activity, nutrition and other topics studied.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an excellent understanding of the benefits of physical activity, nutrition and other topics studied.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>With direction and support may or may not attempt or be able to demonstrate correct technique in manipulative and/ or movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>With support demonstrates correct technique in manipulative and/or movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>Usually demonstrates correct technique in manipulative and/or movement skills.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrates correct technique in manipulative and/or movement skills.</li> </ul>
<b>Safety, Sportsmanship, Leadership</b>	<ul style="list-style-type: none"> <li>With support may or may not demonstrate safety procedures, fair play, and leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>With support demonstrates safety procedures, fair play, and leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>Usually demonstrates safety procedures, fair play, and leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and effectively models safety procedures, fair play, and leadership skills.</li> </ul>

**Daily Physical Activity :**

- Your child is meeting the prescribed learning outcomes of daily physical activity.
- Your child is not meeting the prescribed learning outcomes of daily physical activity.

**Additional Comments :**

Tina participates actively in PE and Daily Physical Activity. She worked hard at the basketball skills we covered this term. There were times when she struggled and got frustrated with the dribbling and shooting skills, but through her perseverance, she was able to achieve success. I have encouraged her to practice at lunch and recess when she has a chance. If she has an opportunity to practice bouncing a ball at home, this will help her ball skills for all activities and sports, not only basketball.

## Letter Grades Policy and Descriptions

- A** The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.
- B** The student demonstrates very good performance in relation to the learning out comes for the course or subject and grade.
- C+** The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.
- C** The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.
- C-** The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.
- I** In progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the learning outcomes. An "I" letter grade may only be assigned in accordance with section three of the Provincial Letter Grades Order.

<b>Attendance</b>	Days of School This Term : 67 Days Absent : 2
Signature of Teacher :	Date :
Signature of Principal :	Date :
Signature of Parent :	Date :