

### **COMMENT FRAMEWORK**

*Opening / anchor sentence	* State the level of overall achievement related to the subject area.
State the strengths	What the evidence shows the student achieved/ learned.
Identify challenges	What the evidence shows the student has not yet achieved/ learned.
Next steps	Plans to address the student's challenges



### **Intermediate/Middle Case Studies**

#### **Grade 7 Student**

**STUDENT** came to this school last year. **STUDENT** has settled into the routines of the new grade and classroom satisfactorily now after some anxious moments in the first two weeks. The fact that one of her best friends is in the classroom has been very helpful in this regard.

**STUDENT** prefers to work independently. When completing a task on her own, she is very organized and focused. She remains hesitant to request assistance although she will do so at times now. When working in a group, she is very quiet and does not contribute to the planning or organizational discussions unless prompted to do so by her classmates. If expected to complete work independently for the group effort, she will do so with minimal monitoring. Working with a partner is a better choice for her, but that person must be selected carefully.

**STUDENT** loves the ocean, probably because her grandparents live near the ocean and she spends time with them every summer. She could study a book about the ocean for an hour without lifting her head. She is very knowledgeable about the water, the sea creatures, the tides, the effects of global warming, everything ocean. She enjoys reading independently, often finding a space on the floor to sit with on a pillow while doing so. Her favourite author is Rick Riordan and she is proud to say that she has read every one of his books. She encourages her friends to read him, too. She selected Ring Rise, Ring Set as her book for our recent lit circles. With some encouragement, she contributed to the discussions. She demonstrates satisfactory comprehension of the story; she is able to retell/describe in detail and she makes satisfactory connections, especially to text and to self. In the next term, we will focus on inferencing, especially with regards to character analysis and making predictions.

In Math, **STUDENT** has demonstrated a satisfactory understanding of the basic operations with decimals and the relationships between decimals, per cents, and ratios. Continued practice will help to solidify her understanding. She is working to learn to apply estimation strategies to check the validity of her calculations. **STUDENT** finds it challenging to apply the concepts to problem solving activities and requires monitoring to ensure that she is remaining focused during these times, whether she is working independently or in a small group. With some encouragement from her peers and me, she has joined the grade 7 girls' volleyball team and she is participating in the Leadership Team.



### Case Studies Grade 5

#### Grade 5 Student

Student is a 9 year old boy in Grade 5. Student was tested in Kindergarten for giftedness using CCAT testing kit (Canadian Cognitive Abilities Test). He is in the gifted range in several areas: verbal, mathematical, spatial reasoning, reading comprehension. Due to behavioural challenges and his high academic ability, student was moved ahead to Grade 1 partway through the year. Student is highly aware of his gifted designation and often interacts with peers by telling them how much smarter he is than they are. Since he is in a class where he is a year younger than the other students, this has resulted in social difficulties that student has difficulty coping with. Student sees a counselor and a Child and Youth Care worker on a regular basis to help him develop active listening, empathy, turn taking, emotional control, and social skills. Student also elicits attention seeking behaviour and is often defiant when asked to

complete a task. Student will complete tasks when he is highly interested in them. Parents have asked that more homework be sent home so that they can help their son reach his “potential”.

Academically, student demonstrates understanding of fiction and non-fiction texts at beyond Fountas and Pinnell Level Z. Student often sets goals that he cannot achieve. He will have ideas for stories, essays, or other projects and will not complete them because he is overwhelmed by his own goals, yet refuses to change to make things easier for himself. Student finds groupwork difficult because of his ongoing difficulty with social interaction.

Student can be very affectionate with the teacher and with other students in the class. When approached one-on-one, student can discuss complex issues and ideas related to world events, science, and books. He is involved in acting in the community. He enjoys talking with adults and has a sophisticated sense of humour.



#### **Student – Grade 5**

Student is a 10 year old girl in Grade 5 who has moved to Langley from South Korea with her mother and older brother. Her brother is in Grade 7. She is a beginner learner of English; she studied basic English before coming to Canada. Student works with the ELL teacher twice a week and is pulled out of Language Arts, Science, or Social Studies. Student demonstrates understanding of mathematical concepts above grade level. She can answer most math questions that have numbers only and not English instructions. Student is currently struggling with social interaction with English speaking and Korean speaking peers. She does not make eye contact with adults. She is reading at Fountas and Pinnell Guided Reading Level P, although she is not comprehending what she reads and is not at this time able to ask or respond to questions about the text. The ELL teacher reports that she does not enjoy participating in activities in ELL and does not like being the focus of teacher or student attention. Her parents describe her as “very, very shy”. Other students in the class continue to make efforts to include her, and Korean speaking students are supporting her by translating peer interactions so that she can understand and participate.