

There are no explicit sentences indicating a student's progress in relation to the learning standards. The description is embedded within the comments of each subject area.

IE: Kim is meeting grade level expectations in _____.

Communicating Student Learning

Reporting Period: VVVV

First Term Example

PEN:

Grade 4

School Message

This report card represents learning for the first term of the 20VV-20VV school year - September V to November V, 202V. As part of the Langley School District's Communicating Student Learning plan, starting this year, all students in Elementary and Middle school will receive a proficiency level (Emerging-Developing-Proficient-Extending) on their report card to indicate their achievement level. The proficiency scale will replace the numeric performance scales that were previously used in primary (K to 3) and letter grades that were previously used in the intermediate and middle years (4 to 8). If you have any questions about your child's report card or would like more information on your child's proficiency level, please contact the classroom teacher.

Student Plans And Programs

Individual Education Plan

Annual Education Plan (ELL)

This report card model is for a student who is emerging in multiple subject areas, but does not have an IEP or AIP.

Progress and Growth of Student

Jevan is beginning to adjust to the expectations of the Grade 4 classroom. When she arrives at school, she sometimes needs additional transition time to settle and the visual checklist on her list has led to some success in this area. Jevan has demonstrated some improvement in arriving to school with her agenda signed. She will continue to focus on her time-management so that she is able to complete and submit her assignments on time. Her agenda will continue to be signed by her teacher and she will check her backpack with her teacher each day to ensure she has what she needs to complete her work at home. During instructional time, Jevan requires teacher reminders and support to work independently. Jevan works with one-on-one with an adult to complete reading and writing assignments. She enjoys collaboration time with peers and is reminded to stay on-task during group activities so that she is able to share her insights and ideas during whole-class discussions.

ARTS EDUCATION 4 - Music

Proficiency Level (Term): PRF

<https://curriculum.gov.bc.ca/curriculum/arts-education/4>

Curricular Competencies:

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

In Music this term, students began learning how to read music and play the recorder. They are taking part in recorder karate and performing songs for their peers. Jevan has her white belt as she is new to the instrument. She is learning to control the volume of her recorder using a softer breath.

If student is emerging, indicate how the child is progressing in relation to the Learning Standards, areas for further attention and ways to further support learning (last comment box)

ENGLISH LANGUAGE ARTS 4

Proficiency Level (Term): EMG

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/4>

Curricular Competencies:

- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- Exchange ideas and perspectives to build shared understanding
- Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation

This term we focused on creative writing by sharing in the process of creating a book. Jevan participated by being an attentive listener during read alouds and when her peers were sharing. She was able to make simple connections to model texts and explain them orally to the class. During written responses, students practised using proper spelling, grammar, and punctuation. In her journal, Jevan was provided additional graphic organizers to help her plan and draft her pages for the class book with teacher support. Jevan is using a variety of strategies when writing (Capitals, Organization, Periods, Spelling) and has a high frequency word list in her journal. Jevan enjoyed creating illustrations for her pages. Students also took part in guided reading with their teacher. During guided reading, Jevan is beginning to use the comprehension strategies that have been practised including making predictions. She is working extensively on using specific reading strategies such as noticing graphemes, suffixes, and prefixes. Jevan has enjoyed reading graphic novels in class during independent reading and is building her stamina.

MATHEMATICS 4

Proficiency Level (Term): EMG

<https://curriculum.gov.bc.ca/curriculum/mathematics/4/core>

Curricular Competencies:

- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop mental math strategies and abilities to make sense of quantities
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

This term in Math, students focused on addition and subtraction facts to 20, increasing and decreasing patterns, and place value. Jevan was capable of explaining her thinking orally. She used manipulatives to demonstrate how she could replicate an increasing pattern. Jevan is working on strengthening her mental math skills by learning to subitize so she can identify quantities quickly. She is also working with her teacher to practice her math facts to 20 using flash cards and an addition table. Jevan will attempt to solve a written word problem when it is broken down into steps and includes visuals to guide her understanding. She requires teacher support when representing her thinking in writing. In a small-group, Jevan attends well to math lessons as she enjoys sharing her thinking process with her peers. A goal for term two is to build on her mental math strategies by recognizing addition and subtraction patterns.

SCIENCE 4

Proficiency Level (Term): DEV

<https://curriculum.gov.bc.ca/curriculum/science/4>

Curricular Competencies:

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Make observations about living and non-living things in the local environment
- Experience and interpret the local environment

Our focus in Science this term has been on comparing the senses and responses of humans to animals and plants in our local biome (environment). We have spent time outside experiencing our own senses. Jevan is very curious about what she sees and hears outdoors and often wishes to explore. She spent her outdoor time with an adult to ensure she could experience it safely and to help record her observations. As a class, we practiced making soundscapes where we attentively listened to our environment and then recorded all the natural sounds we could hear. Jevan was able to express her ideas to the teacher who then supported Jevan by scribing.

<p>PHYSICAL AND HEALTH EDUCATION 4</p> <p>https://curriculum.gov.bc.ca/curriculum/physical-health-education/4</p>	<p>Proficiency Level (Term): DEV</p>
<p>Curricular Competencies:</p> <ul style="list-style-type: none"> - Develop and demonstrate safety, fair play, and leadership in physical activities - Develop and apply a variety of movement concepts and strategies in different physical activities <p>During our cooperative games unit, Jevan is learning how to play fairly with her peers by following game rules. She is an enthusiastic participant in group games and enjoys setting up the equipment. She needs reminders to demonstrate safe behaviour in the gym.</p>	
<p>CAREER EDUCATION 4</p> <p>https://curriculum.gov.bc.ca/curriculum/career-education/4</p>	<p>Proficiency Level (Term): PRF</p>
<p>Curricular Competencies:</p> <ul style="list-style-type: none"> - Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences - Demonstrate safe behaviours in a variety of environments - Make connections between effective work habits and success <p>Through our myBlueprint platform, Jevan has had opportunities to select pieces of her work to use as evidence of her learning and growth. Jevan has a strong understanding of her digital identity and the importance of what should be private or public. You can view a video Jevan selected detailing her online identity through Minecraft. A goal for Jevan in Term 2 is to participate safely during outdoor activities by staying close to the teacher and listening to instructions. With teacher support, Jevan is learning that her work habits relate to her success in the classroom.</p>	
<p>ARTS EDUCATION 4</p> <p>https://curriculum.gov.bc.ca/curriculum/arts-education/4</p>	<p>Proficiency Level (Term): PRF</p>
<p>No performance level is provided for Arts Education - Arts, as our instructional time this term was spent with a primary focus on other areas of the Fine Arts. This learning has been reflected under Music. Fine Arts - Arts Education will be covered in Term 2.</p>	
<p>APPLIED DESIGN SKILLS AND TECHNOLOGIES 4</p> <p>https://curriculum.gov.bc.ca/curriculum/adst/4</p>	<p>Proficiency Level (Term): DEV</p>
<p>Curricular Competencies:</p> <ul style="list-style-type: none"> - Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments <p>In this first term, we have focused on digital citizenship, recognizing what a digital footprint is, and being safe online. This has been part of a cross-curricular study with Career Education. Jevan asks insightful questions about digital environments and shares stories from Minecraft to which her peers relate. She shows that she understands the importance of privacy and parental permission when online. With teacher reminders, she is beginning to demonstrate safe use of materials by keeping them to herself and at her work space during individual project times. We will continue to focus on her awareness of keeping others safe through positive actions.</p>	

If not teaching a subject that term, the following comment can be used.

If there is not sufficient evidence, leave the proficiency level blank.

SOCIAL STUDIES 4

Proficiency Level (Term):

<https://curriculum.gov.bc.ca/curriculum/social-studies/4/core>

Curricular Competencies:

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

During this term, we have focused on the history of the local community and of local First Peoples communities. We learned to read and interpret maps so that students could create their own maps. At this time, Jevan has not provided sufficient evidence to determine a proficiency level for this subject area. Once more evidence has been provided, an appropriate proficiency level will be assigned.

WAYS TO SUPPORT AT HOME

- Read the books sent home through our home reading program daily with an adult
- Take part in discussions around her reading
- Practise the high frequency words and sight words that have been and will be sent home daily
- Have planner checked and signed each day by a teacher and by a parent to help with homework completion and time-management
- Practise addition and subtraction facts to twenty and subitizing using flash cards
- Play math games together that use simple addition and subtraction (ie: Race to 100)
- Practise the recorder daily
- Praise Jevan when she demonstrates safe behaviour around others and in different environments

ATTENDANCE RECORD FOR 2021

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	1.0	-	-	-	-	-	-	-	-	-	-	-	1.0
LATE	-	-	-	-	-	-	-	-	-	-	-	-	-