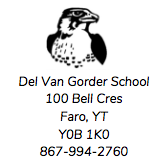
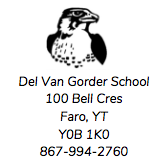
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**Communicating Student Learning – Primary Progress Report**

<Name>

<Grade>

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| --- | --- | --- | --- |
| **School Message** | | | |
| Del Van Gorder School recognizes that we live, work, and learn on unceded Kaska Territory. We recognize the historical claim of these original Kaska Dena inhabitants and are committed to working toward a goal of reconciliation and decolonization. | | | |
|  | | | |
| **Academic Progress** | | | |
| This progress report is a snapshot summary of your child’s progress, according to grade level expectations, for this time in the school year in relation to the **learning standards (curricular competencies + content)** of the Yukon curriculum. Your child’s level of learning has been assessed through a variety of learning opportunities to determine what they know, understand, and are able to do. This report represents one aspect of the ongoing, timely, and responsive process of communicating your child’s learning.   |  |  |  |  | | --- | --- | --- | --- | |  | | | | | **Emerging - EM** | **Developing - D** | **Proficient - P** | **Extending - EX** | | Your child demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. | Your child demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | Your child demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | Your child demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. |   **Incomplete I) -**  There is insufficient evidence available to determine a proficiency level on a learning standard(s). Please see written comments for further explanation. | | | |
|  | | | |
| **Behaviours for Success (not included in grade)** | | | |
| **C - Consistently –** Your child consistently demonstrates Behaviours for Success.  **S – Sometimes -** Your child sometimes demonstrates Behaviours for Success.  **R - Rarely -** Your child t rarely demonstratesBehaviours for Success. | | | |
|  | | | |
| **Student Self-Assessment of Core Competencies - Communication, Thinking, Personal/Social** | | | |
| The core competencies are a set of skills and abilities that are the foundation of our new curriculum. These skills are embedded in every area of learning and developed over a student’s entire education. Teachers help guide and support the development of the core competencies; they do not report on this aspect of the curriculum. Students take ownership of their learning by reflecting on and assessing their growth in the core competencies. **Your child’s most recent self-assessment of core competencies is attached.** | | | |
|  | | | |
| **Teacher’s Signature:** |  | **Principal’s Signature:** |  |

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**Communicating Student Learning – Secondary Progress Report**

<Name>

<Grade>

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| **School Message** | |
| Del Van Gorder School recognizes that we live, work, and learn on unceded Kaska Territory. We recognize the historical claim of these original Kaska Dena inhabitants and are committed to working toward a goal of reconciliation and decolonization. | |
|  | |
| **Academic Progress** | |
| This progress report is a snapshot summary of your child’s progress, according to grade level expectations, for this time in the school year in relation to the **learning standards (curricular competencies + content)** of the Yukon curriculum. Your child’s level of learning has been assessed through a variety of learning opportunities to determine what they know, understand, and are able to do. This report represents one aspect of the ongoing, timely, and responsive process of communicating your child’s learning.   |  |  |  |  | | --- | --- | --- | --- | |  | | | | | **Emerging - EM** | **Developing - D** | **Proficient - P** | **Extending - EX** | | Your child demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. | Your child demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | Your child demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | Your child demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. |   **Incomplete I) -**  There is insufficient evidence available to determine a proficiency level on a learning standard(s). Please see written comments for further explanation. | |
|  | |
| **Behaviours for Success (not included in grade)** | |
| **C - Consistently –** Your child consistently demonstrates Behaviours for Success.  **S – Sometimes -** Your child sometimes demonstrates Behaviours for Success.  **R - Rarely -** Your child t rarely demonstratesBehaviours for Success. | |
|  | |
| **Student Self-Assessment of Core Competencies - Communication, Thinking, Personal/Social** | |
| The core competencies are a set of skills and abilities that are the foundation of our new curriculum. These skills are embedded in every area of learning and developed over a student’s entire education. Teachers help guide and support the development of the core competencies; they do not report on this aspect of the curriculum. Students take ownership of their learning by reflecting on and assessing their growth in the core competencies. **Your child’s most recent self-assessment of core competencies is attached.** | |
|  | |
| **Principal’s Signature:** |  |

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| --- | --- | --- | --- | --- | --- |
| **Student:**  Anne Gables | | **Teacher:** | | | |
| **Absences from class:**  **Times Late:** | | | | | |
| **Individual Education Plan:** | **Student Behavior Plan:** | | **Other Support:** | | |
|  | | | | | |
| **Behaviours for Success (not included in grade)** | | | | | |
| Responsibility | | | | **CONSISTENTLY** | |
| Organization | | | | **CONSISTENTLY** | |
| Independent Work | | | | **CONSISTENTLY** | |
| Collaboration | | | | **CONSISTENTLY** | |
| Initiative | | | | **CONSISTENTLY** | |
| Self-Regulation | | | | **CONSISTENTLY** | |
| Anne has had a great start to the year. She consistently takes responsibility for her behaviour, and assumes responsibility within our class and school. Anne’s excellent time management skills are clearly evidenced by her punctual submission of quality work. She consistently follows instructions and acts responsibly when working without supervision, and she always completes assigned activities during class time. Anne often leads group work when asked to problem solve with other students, and always works well with classmates to achieve set goals. She actively participates in the learning process, and always shows a willingness and enthusiasm for learning. Anne is clearly aware of her academic strengths and needs, and she sets appropriate academic goals and works hard to achieving them. Anne is encouraged to take leadership opportunities around the school. | | | | | |
|  | | | | | |
| **English Language Arts**  **https://curriculum.gov.bc.ca/curriculum/english-language-arts/2** | | | | | |
| **Comprehend and connect (reading, listening, viewing**) | | | | | |
| * Reads grade level text with purpose and understanding | | | | | **DEVELOPING** |
| * Uses prior knowledge (personal stories and experiences) to make meaning and build understanding | | | | | **PROFICIENT** |
| * Uses grade level reading strategies and skills to predict meaning | | | | | **DEVELOPING** |
| * Describes characters, settings, and major events in a story | | | | | **PROFICIENT** |
| * Uses features in informational texts e.g., headings, glossaries | | | | | **PROFICIENT** |
| * Understands that story in Yukon First Nations cultures connect the people to the land, the seasons, and local events | | | | | **DEVELOPING** |
| **Create and communicate (writing, speaking, representing)** | | | | | |
| * Communicates in writing in paragraphs, using appropriate conventions e.g., spelling, grammar, punctuation | | | | | **PROFICIENT** |
| * Exchanges ideas to build shared understanding | | | | | **PROFICIENT** |
| * Develops and strengthens writing as needed by planning, revising, and editing | | | | | **DEVELOPING** |

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| **English Language Arts Comments** | |
| Anne is engaged during circle time and encourages other students to join her. She is finding her voice and her place among her peers. Anne enjoys story time and sharing her life experiences. She often shares stories about her family and experiences. Recently Anne connected the main character in a story to her grandfather and was proud of this connection. She listens to stories and can reflect on key ideas. Anne contributes her ideas to the group and asks thoughtful questions. She is learning to use reading strategies and has a keen ability to identify details within a story. Anne really enjoys the writing centre and loves to represent her ideas through pictures and print. She was very proud of her stormy night story and how her cat was afraid of the thunder. Next term, Anne will be working on her ability to: ask questions related to the topic; write more detailed sentences using elaborate vocabulary based on her graphic organizers and ideas; make connections with self, text and world to extend her learning; and print a personal narrative to tell her story. Anne is encouraged to revise and edit her work to include rich vocabulary to enhance meaning. She could work on this at home, too, reading her draft work aloud to her parents for feedback. | |
|  | |
| **Physical Education and Health**  **https://curriculum.gov.bc.ca/curriculum/physical-health-education/2** | |
| **Physical Literacy** | |
| * Demonstrate a variety of fundamental movement skills in a variety of physical activities and environments | **PROFICIENT** |
| * Apply methods of monitoring exertion levels in physical activity | **PROFICIENT** |
| * Develop and demonstrate safety, fair play, and leadership in physical activities | **DEVELOPING** |
| * Identify and explain factors that contribute to positive experiences in different physical activities | **DEVELOPING** |
| Anne is developing fundamental movement skills in a range of physical activities such as running in a straight line and multiple directions, hopping over lines with two feet, and proper throwing technique with a ball. Anne has learned how to monitor her exertion levels in physical activity and understands various levels of perceived  exertion (using a scale of 1-5). Anne consistently demonstrates safety and fair play in physical activities. She needs encouragement to take initiative with her peers and demonstrate positive leadership. With time, these leadership skills will develop. Occasionally Anne requires reminders to demonstrate respectful behaviour when participating in activities with others, but she listens well to feedback and incorporates positive strategies. She is learning that good communication skills are helpful for building healthy relationships. Anne can be supported at home by encouraging her to play outdoors for 60 minutes a day, and to use her words to describe her feelings when she is frustrated. | |

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| **Student:**  Rosalind Franklin | | **Teacher:** | | | |
| **Absences from class:**  **Times Late:** | | | | | |
| **Individual Education Plan:** | **Student Behavior Plan:** | | **Other Support:** | | |
|  | | | | | |
| **Behaviours for Success (not included in grade)** | | | | | |
| Responsibility | | | | CONSISTENTLY | |
| Organization | | | | CONSISTENTLY | |
| Independent Work | | | | CONSISTENTLY | |
| Collaboration | | | | SOMETIMES | |
| Initiative | | | | CONSISTENTLY | |
| Self-Regulation | | | | CONSISTENTLY | |
| **Comments on Behaviours for Success** | | | | | |
| Rosalind consistently demonstrates responsibility by fulfilling commitments within the classroom. She comes to class prepared and ready for learning. Rosalind consistently demonstrates effective organizational skills. While she always respects the rights and opinions of others, Rosalind prefers to work alone. She would benefit from greater interaction with peers during group and class activities. | | | | | |
|  | | | | | |
| **Academic Progress - Curricular Competencies**  Subject specific skills, processes, behaviours, and habits of mind that students develop over time | | | | | |
| **Questioning and Predicting**  Before doing research and performing experiments, Rosalind makes very accurate predictions. Her accuracy is directly related to the information she has gathered and considered prior to making her prediction. | | | | | **EXTENDING** |
| **Planning and Conducting**  Once a problem or question has been identified, Rosalind works very well with her lab partner to create a plan (e.g. conduct experiments and/or research) to find solutions. | | | | | **EXTENDING** |
| **Processing and Analyzing Data and Information**  While engaged in field studies, Rosalind recognizes and appreciates local Yukon First Nations Ways of Knowing and Doing. She values the importance of local knowledge when considering different sources of information. | | | | | **EXTENDING** |
| **Evaluating**  After performing an experiment, Rosalind critically reflects upon the methods used. She honestly evaluates the precision of her work and the accuracy of her findings to set goals for improvement in future experiments. | | | | | **EXTENDING** |
| **Applying and Innovating**  When Rosalind starts learning about a new topic, she easily makes connections to previous learning to make the material relevant. | | | | | **EXTENDING** |
| **Communicating**  When presented with a new idea, Rosalind is learning to recognize all viewpoints before making a judgment. | | | | | **PROFICIENT** |

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| **Academic Progress – Content**  **Subject specific knowledge that students gain over time, connected to the Big Ideas of the curriculum** | | |
| **Big Idea: DNA is the basis for the diversity of living things** | | |
| DNA structure and function | | **EXTENDING** |
| Patterns of inheritance | | **EXTENDING** |
| Mutation, natural selection, and artificial selection | | **EXTENDING** |
| Applied genetics and ethical considerations | | **PROFICIENT** |
| **Big Idea: Energy change is required as atoms rearrange in chemical processes** | |  |
| Rearrangement of atoms in chemical reactions | | **EXTENDING** |
| Acid-base chemistry | | **EXTENDING** |
| Law of conservation of mass | | **EXTENDING** |
| Energy change during chemical reactions | | **EXTENDING** |
| Practical applications and implications of chemical processes, including Yukon First Nations knowledge | | **EXTENDING** |
| **Comments on Academic Achievement** | | |
| Rosalind has a sophisticated understanding of the importance of the molecular structure of DNA, and its relation to the function of DNA, as demonstrated by her presentation about the DNA molecule. On her genetics test, she was able to clearly identify how DNA results in biodiversity. Rosalind created an excellent three-dimensional model of a chemical reaction and used it to explain details about the production of battery acid. While sharing her findings about local uses of acids and bases, Rosalind referred to a variety of resources, including the traditional knowledge of Yukon First Nations Elders. Rosalind is learning how to research complex issues, such as those surrounding applied genetics and genetic engineering. She is encouraged to read scientific journals or newspaper articles at home to help deepen her understanding of the importance of investigating the reasons that influence decision-making. | | |
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| **Proficiency at this time:** Extending | | |
| **Predicted Final Percentage Grade:** 96%, assuming that Rosalind continues this level of academic performance | | |
|  | | |
| **Teacher‘s Signature:** |  | |