



**Communicating Student Learning  
2019-2020**

**Pat Lightly**

PEN: 8675309

Grade 04

René Descartes



*Selkirk Elementary*  
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**School Message**

We respectfully acknowledge that we work and learn within the traditional territories of the Kwanlin Dün First Nation and the Ta'an Kwäch'än Council.

**PROFICIENCY SCALE**

**EMERGING (EMG)**

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

**DEVELOPING (DEV)**

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

**PROFICIENT (PRF)**

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

**EXTENDING (EXT)**

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

**BEHAVIOURS FOR SUCCESS 4**

**WORK HABITS**

Consistently - I attend to and complete tasks

Sometimes - I work independently

**ACTIVE PARTICIPATION IN LEARNING**

Rarely - I participate in class discussions

Consistently - I work cooperatively with others

**CITIZENSHIP**

Sometimes - I treat other students with respect

Sometimes - I solve problems appropriately

**ENGLISH LANGUAGE ARTS 4**

René Descartes

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/4>**KNOW: CLASSROOM LEARNING OVERVIEW**

We have focused on questioning what we hear, read and view as it contributes to our ability to be educated and engaged citizens. We have learned to use language in creative and playful ways to help us understand how language works while also understanding texts from different perspectives.

**DO/UNDERSTAND: DEMONSTRATED LEARNING**

Comprehend and Connect (Reading, Listening and Viewing)

PROFICIENT - With extra processing time, Pat consistently utilized reading comprehension strategies such as asking questions and making predictions as demonstrated by their reading response journal.

PROFICIENT - With the adaptation of assistive technology (text to speech) Pat was able to respond to text in personal and creative ways during our novel study project by successfully explaining the story map.

PROFICIENT - They have learned to apply a variety of thinking skills to gain meaning from non-fiction texts during our guided reading conversations.

Create and Communicate (Writing, Speaking and Representing)

PROFICIENT - Pat was able to use language in creative ways during their science project skit.

PROFICIENT - They were generally able to transform ideas and information to create original texts as demonstrated by their great Canadian Mail Race letter.

PROFICIENT - Most recently Pat successfully worked on using the writing design process to plan, develop and create a personalized narrative text titled "My Awesome Adventure" which was a pleasure to read. Pat's progress with the writing process is attributed to the use of assistive technology and the program Inspiration.

**NEXT STEPS IN LEARNING**

Going forward, Pat is encouraged to:

- read daily, for meaning and for pleasure (at least 15-20 minutes every day)
- recognize in the classroom and outside of the classroom when a text is not "just-right"
- use the bank of reading strategies (like making predictions and asking questions) to help navigate increasingly challenging texts

**MATHEMATICS 4**

René Descartes

<https://curriculum.gov.bc.ca/curriculum/mathematics/4>**KNOW: CLASSROOM LEARNING OVERVIEW**

We have focused on the big idea that decimals, fractions and percentages are used to represent and describe parts and wholes of numbers. Operations with decimals (addition, subtraction, multiplication, division, and order of operation), as well as the relationship between decimals, fractions, ratios, and percentages were explored. We have also engaged in problem-solving experiences that are connected to place, story and cultural practices.

**DO/UNDERSTAND: DEMONSTRATED LEARNING**

**DEVELOPING** - Pat is sometimes able to use multiple strategies (like using pictures and objects) to engage in problem solving as shown using the Stop Motion and Explain Everything apps.

**DEVELOPING** - It has been a pleasure to see how Pat is working on developing consistency in communicating mathematical thinking when explaining the strategies they demonstrated in the apps.

**DEVELOPING** - Most recently and with support of extra time Pat was sometimes able to represent mathematical ideas in concrete, pictorial and symbolic forms while baking the most delicious chocolate chip cookies.

**NEXT STEPS IN LEARNING**

Pat requires more practice with conversations about the relationships between decimals, fractions and percentages, as well as understanding equivalency in different visual representations of ratios. To support Pat to develop a clearer understanding of ratios, he should try to solve problems in the context of cooking recipes. Together with his parent/guardian, he can also watch Kahn Academy videos and play Ratio Rumble which allows students to create their own potions: <http://mathsnacks.com/ratio-rumble.html>

To support his learning, Pat's student learning plan recommends:

- Small group instruction
- One to one support with the Educational Assistant, Learning Support Teacher or Classroom Teacher
- Use of calculator and manipulatives as needed
- Extra time for quizzes and tests and the chunking of tests and assignments
- Quieter space provided for quizzes and tests (Pat was able to choose to write in the Learning Support Room if needed)

**SOCIAL STUDIES 4**

René Descartes

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

**PROFICIENT** - demonstrate effective understanding of early contact, fur trade, co-operation and conflict between First Peoples and European peoples.

**PROFICIENT** - developed knowledge of the history of the local community and of local Yukon First Nations communities.

**PROFICIENT** - uses the Socials studies inquiry process and skills effectively to ask questions, gather information, and interpret and communicate findings and decisions.

**APPLIED DESIGN SKILLS AND TECHNOLOGIES 4**

Joe Teacher

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

EXTENDING - Pat extends his learning and is consistently able to design, construct, test and re-evaluate projects such as a balloon-powered toy car that the group tried to move as far as possible in our science class.

EXTENDING - Through our social studies project titled "Making our playground great again", Pat demonstrated that he could creatively and insightfully demonstrate his product, tell the story of designing and making it and explain how his product will bring people together and create great meeting spaces for his classmates in the schoolyard.

**PHYSICAL AND HEALTH EDUCATION 4**

Jane Teacher

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

PROFICIENT - Pat has developed and consistently demonstrates safety, fair play and leadership in physical activities as demonstrated through ball handling skills and passing to teammates during activities.

DEVELOPING - Pat sometimes understands factors that positively influence mental well-being and self-identity such as making connections to Elders in the family and the importance of sleep.

PROFICIENT - Most recently Pat was able to create a menu plan for an upcoming camping trip which included many foods that would be healthy for such an adventure.

## ATTENDANCE RECORD FOR 2020

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	-	20.0	19.0	11.0	-	-	-	-	-	-	-	-	50.0
LATE	-	-	-	-	-	-	-	-	-	-	-	-	-

Principal's Signature