**School District #28 - Quesnel**

**Elementary Progress Report**

**School Year 2017 to 2018**

**STUDENT NAME:**

###### REPORTING PERIOD: January - March 2018

###### GRADE: ONE

#### TEACHERS: Mrs. A. Dodge, Mrs. L. Currie

#### SCHOOL: Red Bluff Lhtako Elementary School

####  533 Maple Drive

####  Quesnel, B.C. V2J 3K8

#### TELEPHONE: (250) 747-2634 FAX: (250) 747-5191

**Attendance:**

**About the Primary Program**

**In British Columbia Schools there are three goals of education:**

* **intellectual development**
* **human and social development**
* **career development**

**The Primary Program adopts these three principles of learning:**

* **learning requires the active participation of the student**
* **people learn in a variety of ways and at different rates**
* **learning is both an individual and a group process**

**The Primary Program describes five areas of development:**

* **aesthetic and artistic**
* **emotional and social**
* **intellectual**
* **physical development and well being**
* **social responsibility**

**The Primary Program provides a framework for teacher and parents, as partners in education, to foster the continuing growth and development of the whole child.**

In the primary years, children are assessed and evaluated according to their individual progress. This individual progress is measured through daily observations, evaluation of written work, and comparison of work samples over a period of time. Although it is expected that young children will individually acquire various skills at different rates and times, widely held expectations are used as frames of reference to determine whether individual progress is age-appropriate and meeting grade level standards.

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| --- | --- | --- | --- |
| **NYM****Not Yet Meeting Expectations** | **AE****Approaching Expectations** | **ME****Meeting Expectations** | **EE****Exceeding Expectations** |
| * **Work does not meet grade level expectations.**
* **May be evidence of progress toward relevant learning outcomes.**
* **Needs continuous support**
 | * **Work may be inconsistent, but meets grade level expectations at a minimum level.**
* **Evidence of progress toward relevant learning outcomes.**
* **Needs support in some areas.**
 | * **Work meets grade level expectations.**
* **Evidence that relevant learning outcomes have been met.**
* **Demonstrates proficient academic performance.**
 | * **Work exceeds grade level expectations.**
* **Demonstrates superior performance and in-depth understanding of learning outcomes.**
* **Student may benefit from extra challenges.**
 |

**This report describes learning progress based on provincial learning expectations for each grade level. It is intended to inform parents about learning successes and to guide improvement efforts when needed.**

**LEARNING OUTCOMES LEVEL ACHIEVED**

|  |  |
| --- | --- |
| **SOCIAL RESPONSIBILITY**  | **ME** |
| **Is able to:*** Participate in and contribute to classroom activities
* Generally follow classroom rules
* Help with classroom clean-up
* Manage anger appropriately in conflict situations

**Needs continued support or practice to:** |

|  |  |
| --- | --- |
| **WORK HABITS DEVELOPMENT** | **ME** |
| **Is able to:*** Complete assignments accurately and neatly
* Work effectively during independent work periods
* Keep desk and personal space organized
* Identify when they require assistance and seek help

**Needs continued support or practice to:** |

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| --- | --- |
| **LANGUAGE ARTS - READING** | **ME** |
| **Is able to:*** Read and demonstrate comprehension of a text at a mid grade one level
* Read and reread “just right texts” independently for 10-15 minutes
* Access prior knowledge or predict before reading a text
* Self-correct when the text does not make sense
* Figure out unfamiliar words using a variety of strategies (picture clues, sounding out, reading on, chunking, re-read, looking for smaller words in big words)
* Demonstrate understanding of text (discussion, retell, written comprehension activities)
* Make connections and question after hearing or reading a text
* Identify the elements of a story (characters, setting, problem, solution, and main events)
* Identify the following letter sounds: consonants, regular consonant blends, short vowels, and long vowels
* Recognize some high frequency words (Pre-Primer and Primer level of Dolch Word Lists)

**Needs continued support or practice to:** |
|  |
| **LANGUAGE ARTS - WRITING** | **ME** |
| **Is able to:*** Create personal writes that express simple ideas and feelings
* Create imaginative writes
* Represent ideas through words, sentences, and images that connect to a topic
* Reflect on their writing and identify strengths and areas of need based on class-generated criteria
* Write simple sentences
* Use a period at the end of a sentence
* Spell high frequency phonetically irregular words from memory (the, was, of…)
* Use the consonant and short vowel sounds to spell phonetically regular one-syllable words (man, top…)
* Use appropriate spacing between letters and words

**Needs continued support or practice to:** |
|  |
| **LANGUAGE ARTS – SPEAKING/LISTENING** | **ME** |
| **Is able to:*** Use speaking and listening to interact with others when engaging in play, completing tasks, and discussing a topic
* Use speaking to express ideas, information, and feelings (stay on topic, retell experiences, and share connections)
* Take turns as a speaker and a listener
* Use strategies when listening, such as focussing on the speaker, asking questions, recalling ideas
* Identify and create rhyming words
* Use sound segmenting and sound blending of words

**Needs continued support or practice to:** |

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| MATHEMATICS | **ME** |
| **Is able to:*** Count by 2s to 20 starting at 0
* Model addition to 10 using concrete materials and visual representations
* Record addition equations symbolically (2+6=8)
* Describe and use mental math strategies; counting on and counting back, doubles, making ten
* Sort 2-D objects using one attribute and explain the sorting rule
* Use 2-D shapes to copy geometric designs
* Find 2-D shapes in 3-D objects in the environment

**Needs continued support or practice to:** |

|  |  |
| --- | --- |
| SCIENCE | **ME** |
| **Is able to:*** Communicate their observations pictorially and verbally
* Classify objects
* Demonstrate and describe the effects of magnets on different materials

**Needs continued support or practice to:** |

|  |  |
| --- | --- |
| SOCIAL STUDIES | **ME** |
| **Is able to:*** Gather and present information orally, visually, and in written format
* Identify roles and responsibilities at home and school
* Identify basic human needs (food, water, shelter, safety)
* Distinguish needs from wants
* Identify types of work done by people in the community

**Needs continued support or practice to:** |

|  |  |
| --- | --- |
| **HEALTH AND CAREER EDUCATION** | **ME** |
| **Is able to:*** Express feelings
* Demonstrate strategies to deal with interpersonal conflict

**Needs continued support or practice to:** |

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| --- | --- |
| **PHYSICAL EDUCATION** | **ME** |
| **Is able to:*** Participate daily in moderate physical activity
* Move through space while maintaining control
* Demonstrate proper technique for specific locomotor movement skills (skipping, leaping, galloping)
* Work cooperatively with others during physical activity
* Respond appropriately to instructions and safety guidelines

**Needs continued support or practice to:** |

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| **FINE ARTS** | **ME** |
| **Is able to:*** Respond to beat in music
* Perform rhythmic patterns from classroom repertoires
* Maintain a repeated rhythmic pattern in a simple texture

**Needs continued support or practice to:** |

**Summary Comments**

**Ways to provide home support:**

**- review and practice the basic addition facts to 10 and doubles to 20. When you are driving in the car, at the dinner table, or bedtime, whenever you have a few extra minutes, ask a few addition problems. Doing a few every day will make a difference and it takes so little time.**

**- provide “just-right” books for daily home reading and discuss the text with your child. If you do not have appropriate books at home, or are unsure of the reading level, we will provide ideas and resources.**

**- ensure consistent use of the day planner. The day planner should be signed by both the teacher and parent daily. As the children progress, knowing how to use a day planner becomes an important communication tool. Getting into the habit now is important.**

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 Teacher’s Signature Teacher’s Signature Principal’s Signature

**Parent/Guardian Copy: Please keep this copy for your records. Write your comments on the report card**

 **envelope, sign it, and return to your child’s teacher(s).**