**School District #28 - Quesnel**

**Elementary Progress Report**

**2017-2018**

**STUDENT NAME:**

###### REPORTING PERIOD: March – June 2018

###### GRADE: ONE

#### TEACHERS: Mrs. A. Dodge

#### SCHOOL: Red Bluff Lhtako Elementary School

####  533 Maple Drive

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

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

**Attendance:**

**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.**
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**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**

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| **SOCIAL RESPONSIBILITY**  | **ME** |
| **Is able to:*** Solve problems by listening and managing anger
* Treat others fairly and respectfully
* Demonstrate a sense of responsibility by following classroom and school rules
* Participate in and contribute to group and classroom activities

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

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| **WORK HABITS DEVELOPMENT** | **ME** |
| **Is able to:*** Complete assignments accurately and neatly
* Work effectively during independent work periods
* Keep desk and personal space organized
* Listen attentively during lessons
* Use the student planner on a regular basis

**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 an end grade one level
* Read and reread “just right texts” independently for 15-20 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, re-read, looking for smaller words in big words)
* Demonstrate understanding of fiction and non-fiction text through oral and written activities
* Make connections between literature and personal experiences
* Use consonant, consonant blend, short vowel, and long vowel sounds to read phonetically regular one-syllable words
* Recognize many high frequency words

**Needs continued support or practice to:** |
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| **LANGUAGE ARTS - WRITING** | **ME** |
| **Is able to:*** Create personal writes and creative stories that make sense
* Represent ideas through words, sentences, and images that connect to a topic
* Include some detail and description in the writing
* Reflect on their writing and identify strengths and areas of need based on class-generated criteria
* Spell familiar words correctly (high frequency words)
* Use a period at the end of a sentence
* Use appropriate spacing between letters and words
* Spell unfamiliar words phonetically

**Needs continued support or practice to:** |
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| **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)
* Use strategies when listening, such as focussing on the speaker, asking questions, recalling ideas
* Take turns as a speaker and a listener
* Use sound segmenting and sound blending of words

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

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| MATHEMATICS | **ME** |
| **Is able to:*** Count ,read, write, and sequence the numbers to 100
* Demonstrate process of addition and subtraction using concrete materials, pictures, and symbols
* Describe and use mental math strategies to add and subtract
* Sort 2-D and 3-D shapes and explain the rule
* Replicate 2-D and 3-D shapes
* Find 2-D and 3-D shapes in the environment
* Demonstrate an understanding of measurement by comparing and ordering objects

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

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| SCIENCE | **ME** |
| **Is able to:*** Communicate their observations, experiences, and thinking in a variety of ways
* Classify living and non-living things
* Describe the basic needs of plants and animals
* Demonstrate how force can be used to move an object ( push or pull)
* Describe the effects of magnets on different materials

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

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| SOCIAL STUDIES | **ME** |
| **Is able to:*** Describe different types of work in the community
* Identify roles and responsibilities at school and home

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

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| **HEALTH AND CAREER EDUCATION** | **ME** |
| **Is able to:*** Identify friendship behaviours
* Demonstrate an understanding of appropriate and inappropriate ways to express feelings
* Identify safe behaviours at school and in the community

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

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| **PHYSICAL EDUCATION** | **ME** |
| **Is able to:*** Participate daily in moderate physical activity (Healthy Buddy Circuits, Games, Gymnastics, Skill Development)
* Move through space while maintaining control
* 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:*** Design 2-D and 3-D images using feelings, observation, and imagination

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

**Summary Comments**

**Ways to provide home support:**

* **Read to your child and with your child over the summer months. At this age, children forget many of the sight words and reading skills if they do not read for two months.**
* **Write a journal once a week. This will help maintain writing skills. It is important to focus on ideas and details, rather than conventions (spelling and punctuation). It is more beneficial to write more with spelling errors, than write a minimal amount with limited errors. Ultimately, the more children write, the better writers they will become. Spelling is closely linked to reading; the more a child reads, typically the better they spell.**
* **Have FUN and PLAY with your child. September will be here before we know it!**

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