

# Administrative Procedure 360 Appendix D

## EXEMPLAR REPORT CARD

**GUIDING PARAMETERS**

Core Learning  
Core competencies  
Descriptive Feedback  
Student Voice  
Next Steps

STUDENT NAME Sample, Jimmy		GRADE 05	ATTENDANCE RECORD FOR 2018										
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
DIV NUMBER D08	TEACHER Mrs. Money Penny	ABSENT	1	0	1	0	0	0	0	0	0	0	2
ATTACHMENTS	STUDENT PEN 1010101	LATE	0	1	0	1	0	0	0	0	0	0	2
ADDITIONAL TEACHERS: Bond, James													

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

PERFORMANCE SCALE			
<p><b>NOT YET MEETING EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>o work does not meet grade-level expectations</li> <li>o may be evidence of progress toward relevant learning outcomes</li> <li>o requires ongoing support</li> </ul>	<p><b>APPROACHING EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>o work may be inconsistent, but meets grade-level expectations at minimal level</li> <li>o evidence of progress toward relevant learning outcomes</li> <li>o needs support in some areas</li> </ul>	<p><b>MEETING EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>o work meets grade-level expectations</li> <li>o evidence that relevant learning outcomes have been met</li> <li>o demonstrates proficient academic performance</li> </ul>	<p><b>EXCEEDING EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>o work exceeds grade-level</li> <li>o demonstrates superior performance and in-depth understanding of learning outcomes</li> </ul>

**ENGLISH LANGUAGE ARTS 5**

Jimmy is      NOT YET MEETING      APPROACHING      MEETING      EXCEEDING      expectations

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Comments:

**Big Ideas:**

- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Apply a variety of thinking skills to gain meaning from texts
- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text
- Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation.

Jimmy is enthusiastic about reading especially when he reads with someone. He sometimes struggles to determine the main idea of the text. He is able to share some connections to his life to books and is learning to explain his connections in detail. During our focus on memoir writing, he thoughtfully shared his ideas with his learning partner, tried to create a variety of word choices and has a few errors in spelling and punctuation. You have been industrious, Jimmy. Keep it up!

Jimmy says, “When we do partner reading, I love to practice my making connections with Carson because we have the same favourite hobbies – skateboarding and gaming! At first I could not say why that is important, but now I know we are much better friends and help one another because of it.

Jimmy’s next steps are to practice telling the main idea and details for texts he reads, and to add more detail to his written responses.

**APPLIED DESIGN SKILLS AND TECHNOLOGY 5**

Jimmy is      NOT YET MEETING      APPROACHING      MEETING      EXCEEDING      expectations

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Comments:

**Big Idea:** Designs can be improved with prototyping and testing

Jimmy and his group worked well together to build a raft based on the raft in the novel that we’re reading. They identified what was important, combined ideas, made a design, and then began building. Jimmy’s group was able to communicate effectively with one another and they focused well on their goals. Jimmy was strategic in making good use of his time in the construction of the raft, and developed some building skills with woodworking tools. Their raft even floated for the required time during out testing trip to the beach.

**ARTS EDUCATION 5**

Jimmy is NOT YET MEETING APPROACHING MEETING EXCEEDING expectations

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Comments:

Music:

- This term in music with Ms. Saxophone we developed the elements of rhythm and tempo in the songs we learned. We also began working on our performance piece for the Winter concert in December.

Visual Arts:

- In Art class this term we explored different media for creating visual art, including pastels, paints, and clay.

Drama:

- In Drama with Mrs. Speilberg this term students practiced their oral speaking skills and learned about the development of character in performances. We expressed our creativity through improv games and continued to build our classroom community

Jimmy participated confidently in Arts classes this term and developed his skills in all areas. He is still hesitant to speak out in class during drama, and encourage him to take more risks next term. Jimmy worked industriously on his self-portrait using pastels, which was sent home in September.

**CAREER EDUCATION 5**

Jimmy is NOT YET MEETING APPROACHING MEETING EXCEEDING expectations

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Comments:

Big Idea: Good learning and work habits contribute to short- and long-term personal and career success.

In class, we set individual goals about how to be engaged and contribute to our class community, during whole class and small group work. We also set goals about keeping our desks and materials organized. We have been graphing our progress with these goals and Jimmy has noticed that he needs regular, teacher reminders to focus on the discussion at hand during class time. He has also noticed that his desk is messy and he struggles to find materials quickly. He stated, "I know what I need to do, but I need to stick to my plan to get it done!"

**FRENCH 5**

Jimmy is NOT YET MEETING APPROACHING MEETING EXCEEDING expectations

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Comments:

Big Ideas:

- Listening and viewing with intent helps us acquire French.
- With basic French, we can describe our interests and ourselves.

Jimmy participated enthusiastically during French, by listening to our videos and by answering and asking questions in French with his peers. He confidently greeted and presented his partner to the class, listing his friend's hobbies and dislikes.

**MATHEMATICS 5**

Jimmy is NOT YET MEETING APPROACHING MEETING EXCEEDING expectations

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Comments:

Big Idea: Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.

Curricular Competencies:

- Estimate reasonably
- Develop mental math strategies and abilities to make sense of quantities
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Communicate mathematical thinking in many ways.

Jimmy takes risks in his math to apply the strategies he is learning to solve multiplication and division problems. Although he has a tendency to rely on the 'compensation' strategy, he is able to draw pictures to show how he problem solved when prompted to do so. Way to go, Jimmy! He is also beginning to use math words in his verbal and written explanations. This is also a strategic next step for him.

Jimmy says, "Math games help me learn how to do it and they are fun."

**PHYSICAL AND HEALTH EDUCATION 5**

Jimmy is NOT YET MEETING APPROACHING MEETING EXCEEDING expectations

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Comments:

Big Ideas:

- Daily physical activity enables us to practice skillful movement and helps us develop physical fitness

Curricular Competencies:

- Analyze the connections between eating, physical activity, and mental well-being
- Develop and apply a variety of movement concepts and strategies in different physical activities

This term our physical education was focused around building movement skills of throwing and catching and the strategies and rules of flag football. We also spent time building connections through cooperative games. Our health focus was tracking and examining our eating and activity habits. Jimmy made big improvements in his ability to catch a football and said that he "loved when his team scored a touchdown". He also kept a detailed log of his eating and learned how important a balanced diet is.

**SCIENCE 5**

Jimmy is NOT YET MEETING APPROACHING MEETING EXCEEDING expectations

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Comments:

Big Ideas:

- Earth materials change as they move through the rock cycle and can be used as natural resources

Curricular Competencies:

- Experience and interpret the local environment
- Identify questions to answer or problems to solve through scientific inquiry

With support, Jimmy was able to provide simple explanations about how rocks change throughout the rock cycle. He enthusiastically collected rock samples and used some of their characteristics to classify them. Jimmy identified coal as a natural resource and began research on his inquiry question about how coal damaged the environment. Jimmy now knows and appreciates why coal is described as a "dirty" fuel. He did require reminders to focus on finding scientific answers to his question.

**SOCIAL STUDIES 5**

Jimmy is NOT YET MEETING APPROACHING MEETING EXCEEDING expectations

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Comments:

Big Idea: Natural resources continue to shape the economy and identity of different regions of Canada.

Curricular Competencies: Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

When Jimmy reflected on his work, he shared that he liked finding out about coal, because his grandfather had worked in the local mines. He wondered what his life as a coal miner was like. Jimmy asks very good questions, and he followed our inquiry process to answer his question. Jimmy shared pictures and information about miners and said that he was proud of the contributions that his grandfather made to begin our local community and economy. We appreciated hearing about your family connections and local knowledge of the area Jimmy in your presentation.

**TERM COMMENT 5**

Jimmy is becoming a more enthusiastic learner. As he gradually improves on finding main idea from texts and spoken messages, his confidence increases. He continues to persevere in his math calculations, which helps him to improve. Jimmy should continue to focus on keeping his desk and materials organized and has set this as a goal for next term. His sense of personal identity became visibly stronger as he identified and was proud of the ways that his grandfather contributed to our community. This permitted Jimmy to view himself as an important member of our school community, which is wonderful to see. We encourage him to continue to see himself as an able contributor, who can positively change himself, others and the school!

TEACHER SIGNATURE	PRINCIPAL'S SIGNATURE	PARENT/GUARDIAN keep this copy for your records
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