

Update (TERM 2)

CAMPUS VIEW

Teacher descriptive feedback

James is a great communicator and enjoys interacting with others to share his ideas. He is empathetic towards others and is aware of how his actions and words impact those around him. At times, James requires support when working through difficult or uncomfortable situations with peers or staff. James' increased attendance has made a positive impact in his learning. Well done, James! In addition to grade level goals, he is also working towards the goals outlined on his Individual Education Plan (IEP). Progress towards James' curricular IEP goals are included in the descriptive feedback below while his self-assessment of his core competency goals are included in the bottom of this learning update.

| Areas of learning | Proficiency Scale Indicator | Descriptive Feedback |
|-------------------------------|-----------------------------|--|
| English Language Arts | Developing | <p>James is working on making meaningful connections to his experiences, texts and the world, demonstrating his growing reading comprehension. Although James currently reads below grade level, when he is provided with books at his level or audio of grade level books, his ability to engage and think about what he is reading has helped him grow his reading thinking skills.</p> <p>In addition to grade level Language Arts learning standards, James is learning word identification strategies to improve his reading and writing. At the beginning of the term, James was working on learning strategies to hear, break apart, and pull together sounds (short vowels) to read words accurately instead of guessing. He has made great progress with small-group instruction, so we have added writing strategies and he is continuing to improve his ability to read more complex words. He is practicing these strategies while a) planning and writing paragraphs about the stories of his life, and b) reading a graphic novel series he chose (Wings of Fire). As a result of his growing confidence and commitment to reading, James is on a path to achieve any reading and writing goals he dreams.</p> |
| Mathematics | Emerging | <p>James is beginning to explain and justify his mathematical reasoning. He is still building his understanding of the relationship between perimeter and area.</p> <p>In addition to grade level learning standards, James is also working on solving basic math facts with speed and accuracy. At the beginning of the term, he was counting on his fingers or using manipulatives to solve math facts. Through small group instruction and daily practice focusing on math games (ie. Race to the finish, Power of Ten). James is currently able to identify the numbers to make ten (ie. 7+3, 2+8) and automatically add one or two to a number (up to 12). Next steps for James include continuing to build his speed and confidence with basic math facts through class activities and engaging in real world problems at home such as making 10 with toys, or items at the grocery store.</p> |
| Science | Proficient | <p>James is a curious student who is able to make keen observations and predictions through scientific inquiry project. During our investigation of body systems, with support he demonstrated proficiency when planning his inquiry on how to take care of your respiratory system. Next steps for James in science will be to use the teacher-created checklist to independently follow the steps for his next inquiry project.</p> |
| Social Studies | Proficient | <p>James has asked great questions throughout our various inquiries this year. When looking at a variety of issues and perspectives, he also provided well-constructed arguments to defend his thinking. Moving forward James will be encourage to continue his work on comparing and contrasting by using various tools to support his thinking such as a Venn Diagram.</p> |
| Physical and Health Education | Proficient | <p>James has demonstrated fair play and leadership in all areas of our physical activities. He actively participated in all activities and could recognize how personal choices surrounding physical activity and food choices impact your health and well-being. Moving forward, James is encourage to continue his daily physical activity such as "just dance", walks around the school, or activities with the family.</p> |
| Arts Education | Emerging | <p>James was able to identify various elements of art used among Indigenous communities. During our inquiry into the various regions of Canada, James needed support to create pieces of art. He really enjoyed using paint for his learning. Next steps will be for James to try using different styles to represent his creative work such as clay, drawings, or collage.</p> |

| Self-assessment of Core Competencies and goal setting | |
|--|---|
| My goal(s): | My reflection: |
| I can solve problems myself and ask for help when I need it by maintaining regular check-ins with my teachers. | I am getting better at asking Mrs. Smith for help when I need it in math. I need to work on asking for books at my reading level for silent reading cause the books in the classroom are too hard for me. |