



School District 72 - Campbell River, B.C.

425 Pinecrest Road, Campbell River, B.C., V9W 3P2 • Tel: (250) 830-2300

Student Progress Report Grade One

Term _____

Student Name:
School:

Principal:
Teacher:

Adaptations are indicated by . Please refer to your child's individual education plan (I.E.P).

Student's Strengths:

Social & Emotional Development:

Social Behaviour

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
SOCIAL DEVELOPMENT <i>Interacting</i> <i>Participating</i>	<ul style="list-style-type: none"> Requires ongoing support to interact positively with others. Participates with frequent support. 	<ul style="list-style-type: none"> Requires some support to interact positively with others. Participates with some support. 	<ul style="list-style-type: none"> Interacts positively with others, with minimal guidance. Participates with occasional support. 	<ul style="list-style-type: none"> Consistently interacts positively with others. Participates independently.
EMOTIONAL DEVELOPMENT <i>Identifying Emotions</i> <i>Problem-Solving</i>	<ul style="list-style-type: none"> Needs ongoing support to identify feelings and react appropriately. Needs ongoing support to recognize problems and attempt strategies to resolve them. 	<ul style="list-style-type: none"> Needs some support to identify feelings and react appropriately. Needs some support to recognize problems and to attempt strategies to resolve them. 	<ul style="list-style-type: none"> Identifies and appropriately expresses feelings; recognizes when adult help is needed. Usually recognizes problems and attempts to use strategies to resolve them. 	<ul style="list-style-type: none"> Manages feelings independently and knows when adult help is needed. Recognizes problems and uses appropriate strategies to resolve them.
SOCIAL RESPONSIBILITY <i>Contributing to a Group</i> <i>Respect</i> <i>Following Rules</i>	<ul style="list-style-type: none"> Needs frequent encouragement to participate in and contribute to group activities. Requires guidance to be respectful of others and the environment. Needs ongoing support to identify and follow school rules and routines. 	<ul style="list-style-type: none"> Needs some encouragement to participate in and contribute to group activities. With some support is learning to be respectful of others and their environment. Needs some support to identify and follow school rules and routines. 	<ul style="list-style-type: none"> Participates in and contributes to group activities. Is respectful of others and their environment and recognizes fair treatment of others. Follows school rules and understands the need for rules. 	<ul style="list-style-type: none"> Participates in and contributes to group activities, taking on extra responsibility. Treats others and their environment with respect and takes a stand when others are treated unfairly. Consistently follows school rules and is beginning to suggest ways to improve the school community.

Intellectual Development:

Learning Behaviours

* Behaviours that research indicates are keys to success at school and in life.

Aspect	Rarely	Sometimes	Often
USING SELF-CONTROL <i>Engaged, focused, not distracted or distracting.</i>			
EXHIBITING A POSITIVE ATTITUDE <i>Eager, joyful, interested in/open to learning, has an "I can do it" attitude, participates fully.</i>			
CURIOSITY <i>Responds with wonder and awe, asks questions, observes closely, loves to discover and experiment, playful.</i>			
PERSEVERANCE <i>Has the attention span and interest to stick with play activities, to finish assignments and projects, to work through challenges with determination; doesn't give up easily – wants to figure things out on their own.</i>			
STRIVING FOR ACCURACY <i>Takes great care and strives to do his/her very best sometimes putting in that little bit of extra time and effort to take the assignment beyond expectations.</i>			
ACTIVE THINKING <i>Makes connections (That reminds me of... That's just like the time when...), asks thought-provoking questions and poses problems (I wonder what would happen if...), generates ideas, imaginative, creative – "thinks outside the box".</i>			

Oral Language

Focus: _____

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<i>Speaking</i>	<ul style="list-style-type: none"> Generally does not speak when interacting with others. Finds it challenging to stay on topic, share connections or tell a story in a logical sequence. Often requires support to articulate and express ideas clearly. Not yet able to identify and create rhymes or to segment words, sounds and syllables. 	<ul style="list-style-type: none"> Starting to use speech to interact; takes turns. Beginning to stay on topic, share connections and tell stories in a logical sequence. Uses most words correctly; sometimes needs support. Beginning to identify and create rhymes; and some support is needed to segment words, sounds and syllables. 	<ul style="list-style-type: none"> Speaks to interact with others; takes turns. Generally stays on topic, shares connections and tells stories in a logical sequence. Uses most words correctly and expresses ideas clearly. Identifies and creates rhymes; is able to segment words, sounds and syllables. 	<ul style="list-style-type: none"> Speaks to interact; takes turns; responds to and builds upon the ideas of others. Stays on topic; logical thought sequences; uses describing words and expression. Expresses ideas clearly and correctly; tries out new, more precise words. Plays with language, rhymes and identifies individual sounds and syllables.
<i>Listening</i>	<ul style="list-style-type: none"> Does not generally listen while interacting with others. Finds it challenging to follow instructions and learn new ideas and vocabulary. 	<ul style="list-style-type: none"> Beginning to listen to others. With support is beginning to follow instructions and learn new ideas and vocabulary. 	<ul style="list-style-type: none"> Listens while interacting and responds appropriately. Comprehends new ideas, instructions and vocabulary. 	<ul style="list-style-type: none"> Listens and responds with relevant thoughts. Understands new ideas, instructions, vocabulary; asks questions for further learning.

Reading Across the Curriculum

Focus: _____

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<i>Fluency and Comprehension</i>	<ul style="list-style-type: none"> • Not yet able to read grade appropriate text. • Not yet able to read familiar selections. 	<ul style="list-style-type: none"> • With support, reads grade appropriate text with some understanding. • With support, re-reads familiar selections. 	<ul style="list-style-type: none"> • Reads and understands grade appropriate text with fluency and independence. • Independently selects and re-reads familiar selections or "just right" books. 	<ul style="list-style-type: none"> • Reads and understands text beyond grade level expectations with fluency and independence. • Independently reads a variety of materials; often chooses to read.
<i>Comprehension Strategies</i>	<ul style="list-style-type: none"> • Not yet able to use strategies to understand the meaning of text. 	<ul style="list-style-type: none"> • With support, is beginning to use a few strategies to develop meaning of text. 	<ul style="list-style-type: none"> • Before, during and after reading effectively uses a variety of strategies to deepen meaning of text. 	<ul style="list-style-type: none"> • Independently chooses from a repertoire of appropriate strategies to deepen understanding.
<i>Word Recognition Strategies</i>	<ul style="list-style-type: none"> • Not yet able to use strategies to figure out new words. • Not yet able to recognize words by sight. 	<ul style="list-style-type: none"> • With support, is beginning to use a few strategies to figure out new words. • Recognizes some sight words. 	<ul style="list-style-type: none"> • Effectively uses a variety of strategies to figure out new words. • Recognizes many common sight words. 	<ul style="list-style-type: none"> • Independently reads most words encountered and with ease applies strategies to figure out new words. • Recognizes a rapidly increasing number of sight words.
<i>Thinking</i>	<ul style="list-style-type: none"> • Has difficulty expressing related responses to texts. 	<ul style="list-style-type: none"> • With support and discussion is beginning to express personal responses to text. 	<ul style="list-style-type: none"> • Expresses personal responses to texts, identifying likes and dislikes. 	<ul style="list-style-type: none"> • Readily expresses personal responses with supporting details.

Social Studies

Focus: _____

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
KNOWLEDGE	<ul style="list-style-type: none"> • Demonstrates a limited understanding of concepts at this time. 	<ul style="list-style-type: none"> • Demonstrates a beginning understanding of concepts. 	<ul style="list-style-type: none"> • Demonstrates a good understanding of concepts. 	<ul style="list-style-type: none"> • Demonstrates an excellent understanding that goes beyond concepts covered in class.



Writing Across the Curriculum

Focus: _____

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
MEANING <i>Ideas and Information</i>	<ul style="list-style-type: none"> • May be able to “read” own writing; meaning often changes each time. 	<ul style="list-style-type: none"> • Writes about own experiences or rewrites known stories with limited detail. 	<ul style="list-style-type: none"> • Creates original stories or describes own experiences with some supporting details. 	<ul style="list-style-type: none"> • Creates original stories or describes own experiences, elaborating upon ideas with good supporting detail.
STYLE <i>Clarity and Variety of Language</i>	<ul style="list-style-type: none"> • Writes letters, strings of letters and/or simple words to represent a story or experience. 	<ul style="list-style-type: none"> • Writes simple repeating patterns and favourite words as one long sentence or a series of short sentences. 	<ul style="list-style-type: none"> • Writes simple sentences with some description. 	<ul style="list-style-type: none"> • Writes more complex sentences with interesting language; may include dialogue.
FORM <i>Organization</i>	<ul style="list-style-type: none"> • Usually a drawing with a string of letters or one or two sentences written with support. 	<ul style="list-style-type: none"> • Much of the information provided by a drawing supported by a brief string of loosely related ideas or facts. 	<ul style="list-style-type: none"> • Most events, ideas, or facts are written in a logical sequence; may repeat connecting words. 	<ul style="list-style-type: none"> • Events, ideas, or facts are written in a logical sequence; uses a variety of simple connecting words.
CONVENTIONS <i>Spelling and Phonics</i>	<ul style="list-style-type: none"> • With support uses phonics to write some beginning and ending consonants. 	<ul style="list-style-type: none"> • Some words spelled correctly; many words spelled phonetically. 	<ul style="list-style-type: none"> • Spells many familiar words correctly; uses phonics to spell new words. 	<ul style="list-style-type: none"> • Spells most familiar words correctly; uses phonics and spelling patterns to spell new words.
<i>Capitalization</i>	<ul style="list-style-type: none"> • Strings of capital letters. 	<ul style="list-style-type: none"> • Words written in mostly capital letters. 	<ul style="list-style-type: none"> • Usually uses capital letters correctly. 	<ul style="list-style-type: none"> • Uses capital letters correctly.
<i>Punctuation</i>	<ul style="list-style-type: none"> • No punctuation. 	<ul style="list-style-type: none"> • Experiments with punctuation. 	<ul style="list-style-type: none"> • Uses some punctuation. 	<ul style="list-style-type: none"> • Uses punctuation correctly.
<i>Legibility</i>	<ul style="list-style-type: none"> • Not yet legible; may be scribed. 	<ul style="list-style-type: none"> • Parts are legible. 	<ul style="list-style-type: none"> • Legible. 	<ul style="list-style-type: none"> • Easy to read.

Math

Focus: _____

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
<i>Number</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Not yet able to make sense of number relationships. • Not yet able to demonstrate an understanding of addition of numbers with answers to 20. 	<ul style="list-style-type: none"> • With support, attempts to make sense of number relationships. • With support, demonstrates an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts using pictures, numbers and words. 	<ul style="list-style-type: none"> • Confidently makes sense of number relationships. • Confidently demonstrates an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts using pictures, numbers and words. 	<ul style="list-style-type: none"> • Effectively applies understanding of number relationships to an increasing range of situations. • Clearly and confidently gives detailed explanations or demonstrations of the process of addition and subtraction.
<i>Patterns and Relations</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Not yet able to sort objects or recognize patterns. 	<ul style="list-style-type: none"> • With support, is beginning to be able to identify the "rules" for sorting objects and recognizing patterns. 	<ul style="list-style-type: none"> • Confidently able to sort and recognize patterns. 	<ul style="list-style-type: none"> • Clearly and confidently explains "rules" for sorting and patterning and applies understanding to an increasing range of situations.
<i>Measurement</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Not yet able to compare and estimate measurements. 	<ul style="list-style-type: none"> • With support, demonstrates a beginning understanding of measurement as a process of comparing and estimating. 	<ul style="list-style-type: none"> • Confidently compares and estimates measurements. 	<ul style="list-style-type: none"> • Effectively and innovatively gives clear and detailed explanations or demonstrations of comparing and estimating.
<i>Geometry</i> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> • Not yet able to sort and compare 2D shapes and 3D objects. 	<ul style="list-style-type: none"> • With support, attempts to sort and compare 2D shapes and 3D objects. 	<ul style="list-style-type: none"> • Confidently describes, sorts and compares 2D shapes and 3D objects. 	<ul style="list-style-type: none"> • Effectively describes, sorts and compares 2D shapes and 3D objects in a range of situations.

Science

Focus: _____

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
SCIENTIFIC UNDERSTANDING	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts at this time. 	<ul style="list-style-type: none"> • Demonstrates a beginning understanding of concepts. 	<ul style="list-style-type: none"> • Demonstrates a solid understanding of concepts introduced. 	<ul style="list-style-type: none"> • Demonstrates excellent understanding that goes beyond concepts covered in class.

Physical Development:

Physical Education

Focus: _____

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
PARTICIPATION	<ul style="list-style-type: none"> • With support, and frequent rest intervals, participates in physical activities. 	<ul style="list-style-type: none"> • Participates in moderate physical activity with occasional rest intervals. 	<ul style="list-style-type: none"> • Usually participates actively in moderate to vigorous physical activities with short recovery periods. 	<ul style="list-style-type: none"> • Actively and independently participates in physical activities inside and outside the gym.
HEALTHY LIVING	<ul style="list-style-type: none"> • With support, can identify one way healthy food, an active lifestyle and sleep is important. 	<ul style="list-style-type: none"> • With some support, identifies reasons why healthy food, an active lifestyle and sleep is important. 	<ul style="list-style-type: none"> • Confidently describes why healthy food, an active lifestyle and sleep is important. 	<ul style="list-style-type: none"> • Describes in detail why healthy food, an active lifestyle and sleep is important.
SKILLS	<ul style="list-style-type: none"> • With frequent support, demonstrates some technique and control when using equipment and/or applying movement skills. 	<ul style="list-style-type: none"> • With support, demonstrates correct technique and control when using equipment and/or practising movement skills. 	<ul style="list-style-type: none"> • Usually demonstrates and maintains correct technique and control when using equipment and/or applying movement skills. 	<ul style="list-style-type: none"> • Consistently demonstrates and maintains correct technique and control of equipment and movement.
SAFETY AND FAIR PLAY	<ul style="list-style-type: none"> • With frequent support, can sometimes follow safety rules and routines. 	<ul style="list-style-type: none"> • Usually follows safety rules and routines. 	<ul style="list-style-type: none"> • Follows safety rules and routines. 	<ul style="list-style-type: none"> • Follows safety rules and routines and is a role model for others.

Daily Physical Activity:

- Your child is meeting the prescribed learning outcomes of daily physical activity.
- Your child did not meet the prescribed learning outcomes of daily physical activity for this term. For next year, your child is encouraged to: _____

Artistic and Aesthetic Development:

Visual and Performing Arts

Focus: _____

Aspect	Not Yet Meeting	Approaching	Meeting	Exceeding
ART DRAMA DANCE	<ul style="list-style-type: none"> • Needs encouragement to communicate through art, drama, and/or dance. 	<ul style="list-style-type: none"> • Usually enjoys communicating and responding through art, drama and/or dance; takes some risks; usually willing to try new methods/materials. 	<ul style="list-style-type: none"> • Enjoys communicating and responding through art, drama and/or dance; willing to take risks; uses new materials proficiently and safely. 	<ul style="list-style-type: none"> • Communicates through art, drama and/or dance enthusiastically, skillfully and creatively; enjoys using new methods/materials.
MUSIC <i>Rhythm & Melody</i>	<ul style="list-style-type: none"> • Not yet able to keep a beat, or reproduce or identify patterns or melodies. 	<ul style="list-style-type: none"> • Is developing the ability to keep a beat, or reproduce or identify patterns or melodies. 	<ul style="list-style-type: none"> • Has developed increasing accuracy and complexity to keep a beat, or reproduce or identify patterns or melodies. 	<ul style="list-style-type: none"> • Demonstrates accuracy and complexity to keep a beat, or reproduce or identify patterns or melodies.
<i>Participation</i>	<ul style="list-style-type: none"> • Needs significant encouragement to participate and engage appropriately. 	<ul style="list-style-type: none"> • With support, participates and engages appropriately. 	<ul style="list-style-type: none"> • Generally engaged and willingly participates. 	<ul style="list-style-type: none"> • Highly curious and actively engaged in positive and respectful ways.

Year Reflections:

This year:

Ways to support

_____’s

growth over the
summer

Attendance:

Teacher’s Signature

Administrator’s Signature