



School District 72 - Campbell River, B.C.

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

Student Progress Report Grade Four

Term _____

Student Name:
School:

Principal:
Teacher:

Indicates adaptations provided. Please refer to your child's individual education plan (I.E.P.).

Student's Strengths:

Learning & Social Behaviours:

Letter Grade:

* 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, following direction.</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 to stay organized 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>			

<i>Social Responsibility</i>	<ul style="list-style-type: none"> • Has difficulty working effectively in a group. • Not yet able to identify problems or suggest a possible way to solve them. • Is sometimes disrespectful and seems unaware of the rights of others. 	<ul style="list-style-type: none"> • With some support works effectively in a group. • With guidance, is able to identify problems and suggest one or two ways to solve them. • Usually respectful to others, but needs help to see what is fair. 	<ul style="list-style-type: none"> • Works effectively in a group. • Can identify problems, suggest some possible solutions, listen to the point of view of others, and sometimes put solutions into action. • Treats others fairly and respectfully, shows an interest in helping in unfair situations. 	<ul style="list-style-type: none"> • Works effectively in a group and looks for opportunities to include others. • Can identify problems, suggest a variety of effective ways to solve them, listen to and compromise with others, and put solutions into action. • Is consistently fair and respectful and tries to help correct unfair situations.
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• Reading

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Reading</i>	<ul style="list-style-type: none"> • With support, may be able to read and understand brief, simple fiction, non-fiction and poems. 	<ul style="list-style-type: none"> • Is able to read, understand, and respond to simple and direct fiction, non-fiction, and poetry but may need some support. 	<ul style="list-style-type: none"> • Is able to independently read, understand, and respond to simple and direct fiction, non-fiction, and poems. 	<ul style="list-style-type: none"> • Is able to independently read, understand, and respond to simple and direct fiction, non-fiction, and poetry with some complex language and ideas.
<i>Responding</i>	<ul style="list-style-type: none"> • Responses are often inaccurate or incomplete; tends to rely on guessing. 	<ul style="list-style-type: none"> • Responses are generally accurate but often provide little detail or support. Parts may be incomplete or confusing. 	<ul style="list-style-type: none"> • When prompted, responses are supported with detail. 	<ul style="list-style-type: none"> • Responses are supported with detail.

• Writing

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
MEANING <i>Ideas & Information Use of Detail</i>	<ul style="list-style-type: none"> • Topic may be unclear; few details; development is illogical. Often very brief – writes statement or opinion without support; details may be irrelevant, vague, copied or inaccurate. Shows little awareness of audience. 	<ul style="list-style-type: none"> • Clear topic – includes main ideas with few supporting details; some accurate, relevant info – some not; parts copied. Tends to retell stories or ideas discussed. May try to engage the audience in the beginning. 	<ul style="list-style-type: none"> • Clear topic with some relevant, accurate supporting details in own words. Some attempts to engage the readers’ interest. Concrete and direct writing with some individuality. 	<ul style="list-style-type: none"> • Focused; accurate, complete ideas expressed in own words. Includes engaging details to capture and hold attention of audience. Original points of view.
FORM <i>Opening, organization & sequence, conclusion, connecting words</i>	<ul style="list-style-type: none"> • Beginning may be confusing or omitted; ending omitted or illogical. Some action, events, details – often very brief, disjointed and hard to follow. Overuses a few basic connecting words (e.g. and then) or omits them altogether. Characters not described; no clear dialogue. 	<ul style="list-style-type: none"> • Sequence hard to follow in places. Begins with a topic or problem; some loosely related ideas in middle; omitted or abrupt ending;. Some paragraphing with unsorted details. Tends to repeat simple connecting words. Characters identified; dialogue is hard to follow or ineffective. 	<ul style="list-style-type: none"> • Sequence and detail make writing easy to understand; engaging intro; endings abrupt or hard to believe; some paragraphing with topic sentences and some supporting details. Uses some connecting words for smooth transitions. Clear dialogue; describes appearance of characters. 	<ul style="list-style-type: none"> • Logically sequenced – clear and engaging beginning, detailed middle and satisfying end; uses paragraphs with topic sentence and supporting details; writing flows naturally – effective connecting words. Characters exhibit personality and feeling; dialogue often sounds natural.
STYLE <i>Clarity, variety and impact of language</i>	<ul style="list-style-type: none"> • Uses basic, simple language; often errors in word choice. Sentences are poorly constructed; often long and rambling or short and stilted; little variety. 	<ul style="list-style-type: none"> • Uses generally simple, familiar language; repeats simple and compound sentences; little variety. 	<ul style="list-style-type: none"> • Clear language with some variety; some attempts to use more precise vocabulary and description. Some variety in sentence patterns. 	<ul style="list-style-type: none"> • Language is clear, varied and increasingly precise; experiments with new vocabulary. Uses varied sentence patterns, sometimes for special effect.
CONVENTIONS <i>Spelling, punctuation, complete sentences, grammar</i>	<ul style="list-style-type: none"> • Frequent, repeated errors often make the writing hard to understand; many run-on or incomplete sentences. 	<ul style="list-style-type: none"> • Several errors make parts hard to follow; most simple sentences correct – but some incomplete or run-on. 	<ul style="list-style-type: none"> • Some errors, but these do not affect meaning; most sentences complete; few run-on sentences. 	<ul style="list-style-type: none"> • Few errors; these may be caused by taking risks.

● **Oral Language** (Speaking & Listening)

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Active Listening</i>	<ul style="list-style-type: none"> • With support, can sometimes focus upon the speaker and respond with a relevant question, connection, or compliment. 	<ul style="list-style-type: none"> • Sometimes focuses on the speaker, and responds with a relevant question, connection or specific compliment when called upon. 	<ul style="list-style-type: none"> • Consistently focuses on the speaker, sometimes responding with a relevant question, connection or compliment. 	<ul style="list-style-type: none"> • Listens “actively” with consistent focus on the speaker and often responds with thoughtful questions, connections, and specific feedback that extend the thinking of others.
<i>Understanding Instructions</i>	<ul style="list-style-type: none"> • With support can follow some directions and recall some main facts or ideas in order to complete tasks. 	<ul style="list-style-type: none"> • Generally follows directions, recalls main facts or ideas in sequence and can complete tasks; occasionally requires support. 	<ul style="list-style-type: none"> • Usually follows directions and recalls main facts or ideas in sequence in order to successfully complete tasks. 	<ul style="list-style-type: none"> • Recalls main facts or events in sequence – almost always knows what to do and readily applies new skills and ideas to independent tasks.
<i>Clarity of Speech; Precision of Vocabulary</i>	<ul style="list-style-type: none"> • Sometimes speaks clearly; expressed ideas may be inaccurate, irrelevant or vague – further focus upon vocabulary development is required at this time. 	<ul style="list-style-type: none"> • Generally speaks clearly, and audibly; vocabulary is developing and becoming more precise. 	<ul style="list-style-type: none"> • Speaks clearly – most of what is said is audible and easy to understand; generally precise, knowledgeable choice of vocabulary. 	<ul style="list-style-type: none"> • Speaks clearly and fluently with an extensive and precise vocabulary.
<i>Oral Presentation</i>	<ul style="list-style-type: none"> • Rarely contributes relevant ideas to conversations and discussions without prompting. Need support to express and elaborate upon ideas. 	<ul style="list-style-type: none"> • Occasionally contributes relevant ideas to conversations and discussions. Ideas are generally expressed logically and correctly although some ideas are vague and undeveloped. 	<ul style="list-style-type: none"> • Sometimes contributes relevant and accurate information to conversations and discussions; ideas are expressed in a logical, well-sequenced way. 	<ul style="list-style-type: none"> • Consistently contributes accurate, specific, and relevant information to conversations and discussions in a well-sequenced and thoughtful way.

Science: _____ Letter Grade:

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Scientific Behaviour</i>	<ul style="list-style-type: none"> • Needs encouragement and guidelines to participate in scientific exploration, think of questions and focus observations. 	<ul style="list-style-type: none"> • With adult support, willingly engages in scientific exploration. Asks some questions and makes some observations; further questions and observations are made with teacher guidance. Is sometimes able to make predictions supported by relevant reasons. 	<ul style="list-style-type: none"> • Interested in scientific exploration – generally engaged, asks some questions, willingly participates in investigations initiated by the teacher. Observant. Able to make predictions supported by relevant reasons. 	<ul style="list-style-type: none"> • Highly curious – often heard asking questions, wondering. Actively engages in scientific exploration in and out of the classroom, eager to share discoveries with others. Observant and keen to show and discuss with others. Makes predictions supported by relevant reasons.
<i>Scientific Recording & Thinking</i>	<ul style="list-style-type: none"> • Not yet able to record data, notice patterns or draw conclusions without adult support. 	<ul style="list-style-type: none"> • With support, is beginning to accurately record data, notice patterns, and draw some conclusions. 	<ul style="list-style-type: none"> • Records data accurately, recognizes patterns, and through guided discussion can draw conclusions. 	<ul style="list-style-type: none"> • Accurately records data, recognizes patterns, and communicates thoughtful conclusions.
<i>Respect</i>	<ul style="list-style-type: none"> • Does not demonstrate respect for living things or the environment; does not use scientific materials with care. 	<ul style="list-style-type: none"> • Beginning to show respect for and be aware of the effect of personal impact upon other living things and the world around. 	<ul style="list-style-type: none"> • Demonstrates respect for living things and the environment and uses resources with care. 	<ul style="list-style-type: none"> • Demonstrates a deep respect for living things and the environment and uses resources with care.
<i>Knowledge</i>	<ul style="list-style-type: none"> • Scientific knowledge is weak; requires further focused opportunities to experience science, read and discuss scientific books. 	<ul style="list-style-type: none"> • Demonstrates a beginning knowledge about the topics studied; still benefits from further hands on experiences, reading and discussions to build personal knowledge and connections. 	<ul style="list-style-type: none"> • Demonstrates a good understanding about topics studied, at times making connections with other knowledge gathered from personal experiences or reading. 	<ul style="list-style-type: none"> • Demonstrates an excellent understanding of topics studied, often elaborating on concepts and knowledge learned and making connections to other learning.

Social Studies:

Letter Grade:

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Critical Thinking</i>	<ul style="list-style-type: none"> Generally not engaged in thinking about the issues being introduced in social studies. 	<ul style="list-style-type: none"> Shows some interest in social studies issues and is beginning to use some critical thinking skills, suggest alternate perspectives, and strategies to address some of these issues. 	<ul style="list-style-type: none"> Actively engaged; growing confidence and ability to think critically, understand issues from alternate perspectives, and suggest strategies to address issues. 	<ul style="list-style-type: none"> Actively engaged; capably applies critical thinking skills (comparing, imagining, inferring, identifying patterns, summarizing) to social studies issues; confidently and thoughtfully able to identify alternate perspectives and to suggest a variety of strategies to address these issues.
<i>Gathering Information</i>	<ul style="list-style-type: none"> Still requires full adult support to identify important, relevant information. 	<ul style="list-style-type: none"> Beginning ability to gather information from a variety of sources; quite a bit of adult support is still required. 	<ul style="list-style-type: none"> Ability to gather information from a variety of sources is developing; some adult support is still required. 	<ul style="list-style-type: none"> Independently able to gather information from a variety of sources (e.g. interview, video, guest speaker, picture books, informational books, etc.)
<i>Organizing, Representing & Presenting Information</i>	<ul style="list-style-type: none"> Still requires full adult support to organize, represent and present information. 	<ul style="list-style-type: none"> With adult support, is beginning to be able to organize, represent and present information. 	<ul style="list-style-type: none"> Ability to organize, represent and present information is developing; some adult support is still required. 	<ul style="list-style-type: none"> Able to organize, accurately represent (e.g. writing, drawing, making a model, mapping, etc.), and present information with good independence.
<i>Knowledge</i>	<ul style="list-style-type: none"> Does not generally demonstrate an understanding of the topics studied. 	<ul style="list-style-type: none"> Demonstrates a beginning understanding of the topics studied. 	<ul style="list-style-type: none"> Demonstrates a good understanding of topics studied. 	<ul style="list-style-type: none"> Demonstrates an excellent understanding of topics studied.

Physical Education:

Letter Grade:

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Participation</i>	<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 all physical activities.
<i>Healthy Living</i>	<ul style="list-style-type: none"> With support demonstrates some understanding of the benefits of physical activity, nutrition and other topics studied. 	<ul style="list-style-type: none"> Demonstrates some understanding of the benefits of physical activity, nutrition and other topics studied. 	<ul style="list-style-type: none"> Demonstrates a good understanding of the benefits of physical activity, nutrition and other topics studied. 	<ul style="list-style-type: none"> Demonstrates an excellent understanding of the benefits of physical activity, nutrition and other topics studied.
<i>Skills</i>	<ul style="list-style-type: none"> With direction and support may or may not attempt or be able to demonstrate correct technique in manipulative and/or movement skills. 	<ul style="list-style-type: none"> With support demonstrates correct technique in manipulative and/or movement skills. 	<ul style="list-style-type: none"> Usually demonstrates correct technique in manipulative and/or movement skills. 	<ul style="list-style-type: none"> Consistently demonstrates correct technique in manipulative and/or movement skills.
<i>Safety, Sportsmanship, Leadership</i>	<ul style="list-style-type: none"> With support may or may not demonstrate safety procedures, fair play, and leadership skills. 	<ul style="list-style-type: none"> With support demonstrates safety procedures, fair play, and leadership skills. 	<ul style="list-style-type: none"> Usually demonstrates safety procedures, fair play, and leadership skills. 	<ul style="list-style-type: none"> Consistently and effectively models safety procedures, fair play, and leadership skills.

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<p><i>Patterns & Relations</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> • Generally not yet able to identify the 'rule' of patterns in order to extend them. • Generally does not recognize when to use 'looking for a pattern' as a strategy for solving a problem. • Does not recognize the relationship between number operations; needs further support and experience to build this understanding. 	<ul style="list-style-type: none"> • With support, is able to figure out the 'rule' of patterns in order to extend them. • Is beginning to try out 'looking for a pattern' as a strategy to solve a problem; with support, is learning how to create a table, make a diagram, or extend a sequence of numbers to do this. • Is beginning to recognize the relationship between number operations (e.g. $50-25=25$ so $25+25=50$, $9 \times 6=54$ so $54/6=9$); needs support to figure out missing numbers. 	<ul style="list-style-type: none"> • Is often able to identify patterns, and to figure out the 'rule' that enables him / her to extend the pattern. • Often tries out 'looking for a pattern' as a strategy to solve a problem; generally knows how to create a chart, diagram or sequence of numbers in order to successfully do this. • Understands the relationship between number operations and is starting to apply this understanding to express an equation using a symbol to represent the unknown number. (e.g. $75-?=32$, $32+?=75$) 	<ul style="list-style-type: none"> • Readily able to identify a variety of patterns, and to generate 'rules' that would work to extend the patterns, often expressing these 'rules' using a symbol in place of a number. • Recognizes when looking for a pattern is the best way to solve a problem, and is able to create a chart or diagram to assist in successfully finding the solution. • Recognizes the relationship between number operations, and can use this knowledge to express an equation using a symbol to represent the unknown number. (e.g. $36-?=6$, $6x?=36$)
<p><i>Number</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> • Does not yet demonstrate an understanding of the concepts introduced. • Not yet able to select the appropriate number operation to use to solve a problem. • Is generally unable to communicate how a problem was solved. 	<ul style="list-style-type: none"> • With support, demonstrates a beginning understanding of the concepts introduced. • With guidance is beginning to recognize which number operation to use to solve a problem. • With prompts is beginning to be able to communicate the strategy used to solve a problem. 	<ul style="list-style-type: none"> • Demonstrates a solid understanding of the concepts introduced. • Chooses appropriate number operations (+ - x /) to accurately solve problems. • Communicates how a problem is solved. (e.g. by drawing a picture, using a T-table, using an equation) 	<ul style="list-style-type: none"> • Able to communicate and demonstrate understanding of concepts in more complex and varied ways. (e.g. recognizing that multiplication is the same as repeated addition) • Confidently, fluently and accurately able to solve problems using more than one strategy.
<p><i>Measurement</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> • Does not yet demonstrate an understanding of the concepts introduced. 	<ul style="list-style-type: none"> • With support, demonstrates a beginning understanding of the concepts introduced. 	<ul style="list-style-type: none"> • Demonstrates a solid understanding of all concepts introduced. 	<ul style="list-style-type: none"> • Demonstrates a solid understanding of all concepts introduced, readily applying this knowledge to accurately solve problems.
<p><i>Geometry</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> • Does not yet understand the geometric concepts introduced. 	<ul style="list-style-type: none"> • With support, is beginning to understand the concepts introduced. 	<ul style="list-style-type: none"> • Demonstrates a solid understanding of the concepts introduced. 	<ul style="list-style-type: none"> • Demonstrates a solid understanding of the concepts introduced and applies these understandings to other areas. (e.g. art, construction)
<p><i>Data Analysis</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<ul style="list-style-type: none"> • Is not yet able to read and interpret graphs in order to solve problems. • Is not yet able to translate data onto a graph. 	<ul style="list-style-type: none"> • With support, is beginning to be able to read and interpret the data in graphs, and to use this to solve problems. • With support, is beginning to be able to translate data onto a graph. 	<ul style="list-style-type: none"> • Able to interpret data contained in graphs and use this to solve problems. • With minimal support can collect and organize data onto a graph. 	<ul style="list-style-type: none"> • Confidently able to interpret data from graphs, identify trends, and use this to solve problems. • Confidently able to collect and organize data various ways (e.g. pie, bar, graph tallies)

Fine Arts:

Letter Grade:

• **Visual Arts**

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
	<ul style="list-style-type: none"> • Art assignments exhibit little or no apparent skills in the use of media and technique. 	<ul style="list-style-type: none"> • Art assignments exhibit some degree of skill in the use of media and technique. 	<ul style="list-style-type: none"> • Art assignments exhibit proficient ability in the use of media and technique. 	<ul style="list-style-type: none"> • Art assignments exhibit skillful and creative ability in the use of media and technique.

• **Performing Arts / Drama**

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<i>Application of Techniques</i>	<ul style="list-style-type: none"> • Many techniques being studied are absent from presentations. 	<ul style="list-style-type: none"> • Some of the techniques are applied in predictable ways. 	<ul style="list-style-type: none"> • Understands the techniques being studied and applies them in predictable ways with some unique ideas. 	<ul style="list-style-type: none"> • Understands the techniques being studied and applies them in creative ways.
<i>Presentation</i>	<ul style="list-style-type: none"> • Presentations do not communicate ideas and emotions. 	<ul style="list-style-type: none"> • Presentations generally communicate ideas and emotions. 	<ul style="list-style-type: none"> • Presentations clearly communicate ideas and emotions and may include some unique ideas. 	<ul style="list-style-type: none"> • Presentations effectively communicate ideas and emotions and hold the audience's attention in unexpected ways.

Music:

Letter Grade:

Focus: _____

Aspect	Not Yet Within Expectations	Meets Expectations	Fully Meets Expectations	Exceeds Expectations
<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>Notation</i>	<ul style="list-style-type: none"> • Not yet able to identify, read or write standard or invented notation for familiar melodic or rhythmic patterns. 	<ul style="list-style-type: none"> • Is developing the ability to identify, read or write standard or invented notation for familiar melodic or rhythmic patterns. 	<ul style="list-style-type: none"> • Has developed increasing accuracy and complexity to identify, read or write standard or invented notation for familiar melodic or rhythmic patterns. 	<ul style="list-style-type: none"> • Demonstrates accuracy and complexity to identify, read or write standard or invented notation for familiar melodic or rhythmic patterns.
<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.

Goals for Next Year:

Goal: _____

What I can do to help reach my goal: _____

What my parents / teacher can do to help me reach my goal: _____

Goal: _____

What I can do to help reach my goal: _____

What my parents / teacher can do to help me reach my goal: _____

Student's Signature

Parent's Signature

Attendance:

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Teacher's Signature

Administrator's Signature

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: _____

Final Letter Grade:

Subject	Language Arts	Math	Social Studies	Science	P.E.	Fine Arts	Personal Planning
Letter Grade							

Your child has been assigned to grade _____ for September of _____ .

Teacher's Signature

BC Ministry of Education Letter Grades Policy and Descriptions:

- A The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.
- B The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade.
- C+ The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.
- C The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.
- C- The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.
- I In progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the learning outcomes. An "I" letter grade may only be assigned in accordance with section three of the Provincial Letter Grades Order.