



School District 72

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Grade 7 Learning Progressions

Note to Parents: The following represents the areas of learning which will be a focus for your child during this school year. We know all students come to school at different starting points in their learning. Together with your support, our job will be to start where your child is at in their learning and move them forward....to the right... in the direction of the arrow. In this way, the learning journey for each child will be individualized.

Learning Behaviours for Success

Aspect	→			
Attitude	Is rarely positive about learning	Is sometimes positive about learning	Most of the time is positive about learning	Is always positive about learning and tries to influence others
Perseverance Not giving up	When challenged, gives up easily	When challenged, sometimes gives up	When challenged, seldom gives up	When challenged, almost never gives up; seeks new challenges
Engagement Active Participation and Thinking	Not generally involved in learning	Sometimes involved in learning	Most of the time is a curious, fully focused and involved learner	Always a curious, fully focused and involved learner
Teamwork	Rarely: - participates cooperatively	Sometimes: -participates cooperatively -works well with some people	Most of the time: -participates cooperatively -contributes to the thinking and work -works well with most people	Always: - participates cooperatively -contributes to the thinking and work -respects and encourages all voices
Responsibility <ul style="list-style-type: none"> • Respects others' right to learn • Attends class on time • Refers to criteria to complete and improve work • Meets deadlines • Brings supplies to class 	Rarely demonstrates responsibility	Sometimes demonstrates responsibility	Most of the time demonstrates responsibility	Is consistently a responsible student
Health (Student and Parent to discuss this together) <ul style="list-style-type: none"> • Makes healthy eating choices • Gets a full night's sleep • Exercises daily • Demonstrates and seeks positive relationships • Respectfully advocates for self and others 	Rarely	Sometimes	Most of the time	Consistently

Oral Language

Aspect	→			
Active Listening and Thinking Understanding Information and Instructions	With support can recall and follow directions to complete tasks	Sometimes requires support to recall and follow directions and ideas to complete tasks	Usually recalls and follows oral directions and ideas in order to successfully complete tasks	Almost always recalls and follows oral directions and information; independently applies ideas and instructions to complete tasks
Responding	Needs support to contribute to a discussion or conversation	When called upon can respond by asking a question or making a connection to the topic	Sometimes responds by asking questions and making connections to the topic	Often responds with relevant ideas, deep questions, and thoughtful connections
Speaking and Thinking Vocabulary	Needs instruction and support to develop vocabulary and / or fluency	Uses an increasing number of words correctly and is beginning to express ideas more clearly	Vocabulary is mostly precise and ideas are clear; is learning new vocabulary	Takes risks to experiment with and use new and more precise vocabulary
Sharing, Discussing and Presenting	Ideas are brief and need more detail to be clear; may wander off topic, and be unorganized	Ideas sometimes stay on topic and are logical and correct; some ideas may be unclear and need more detail	Ideas stay on topic and are presented in a logical way with enough detail to be understood	Ideas are presented in a logical, well organized, expressive way, often with more supporting details and examples; captures audience attention

Reading

Aspect	→			
Fluency	Not yet able to read grade level text; needs direct and ongoing support to continue to develop skills and fluency	Reads grade level text with growing independence and fluency; some support may be needed	Independently and fluently reads from grade level text	Independently and fluently reads from text beyond grade level expectations
Comprehension <ul style="list-style-type: none"> • Making Connections (to personal experiences, prior knowledge, and other texts) • Asking Questions • Visualizing • Predicting • Inferring (reading between the lines) • Self-correcting & rereading • Analyzing elements of fiction (character, setting, plot, conflict, theme) • Analyzing elements of non-fiction (topic sentence, supporting details...) 	Does not understand what is read; needs more instruction and support to learn and use comprehension strategies; requires support and instruction to express opinions or connections in response to reading	Is beginning to use comprehension strategies to develop a stronger understanding of what is read; some support may be required; is beginning to express thoughts, connections and opinions, adding supporting details when prompted	Understands what is read; independently expresses relevant thoughts, connections and opinions with some supporting detail	Demonstrates a solid, insightful understanding; independently expresses thoughts, opinions and connections with thoughtful, detailed examples

Writing

Aspect	→			
Attitude	Is rarely positive about learning	Is sometimes positive about learning	Most of the time is positive about learning	Most of the time is positive about learning
Engagement Thinking competency	Not generally involved in learning	Sometimes is involved in learning	Is mostly a curious, fully focused and involved learner	Is a curious, fully focused and involved learner
Responsibility Personal and Social Competencies	<input type="checkbox"/> Respects others' right to learn <input type="checkbox"/> Attends class on time <input type="checkbox"/> Completes work based on criteria <input type="checkbox"/> Meets deadlines <input type="checkbox"/> Brings supplies to class <input type="checkbox"/> Follows safety rules <input type="checkbox"/> Completes clean up tasks	<input type="checkbox"/> Respects others' right to learn <input type="checkbox"/> Attends class on time <input type="checkbox"/> Completes work based on criteria <input type="checkbox"/> Meets deadlines <input type="checkbox"/> Brings supplies to class <input type="checkbox"/> Follows safety rules <input type="checkbox"/> Completes clean up tasks	<input type="checkbox"/> Respects others' right to learn <input type="checkbox"/> Attends class on time <input type="checkbox"/> Completes work based on criteria <input type="checkbox"/> Meets deadlines <input type="checkbox"/> Brings supplies to class <input type="checkbox"/> Follows safety rules <input type="checkbox"/> Completes clean up tasks	<input type="checkbox"/> Respects others' right to learn <input type="checkbox"/> Attends class on time <input type="checkbox"/> Completes work based on criteria <input type="checkbox"/> Meets deadlines <input type="checkbox"/> Brings supplies to class <input type="checkbox"/> Follows safety rules <input type="checkbox"/> Completes clean up tasks
Teamwork Communication competency	<input type="checkbox"/> participates cooperatively <input type="checkbox"/> chooses to work with others <input type="checkbox"/> makes a positive contribution to class learning	<input type="checkbox"/> participates cooperatively <input type="checkbox"/> works well with some people <input type="checkbox"/> makes a positive contribution to class learning	<input type="checkbox"/> participates cooperatively <input type="checkbox"/> works well with most people <input type="checkbox"/> makes a positive contribution to class learning	<input type="checkbox"/> participates cooperatively <input type="checkbox"/> respects and encourages others <input type="checkbox"/> makes a positive contribution to class learning
Key Concepts and skills	Demonstrates little or no understanding of concepts explored in course and still needs to work towards developing skills	Minimally demonstrates an understanding of concepts explored in course and is working towards developing skills	Fully demonstrates a strong understanding of all concepts explored in course and actively works towards developing skills	Demonstrates an exceptional and thorough understanding of all concepts explored in course and demonstrates a strong level of skills

Math

Aspect	➔			
Understanding Concepts	Shows little understanding of the concept(s); work is often unclear or incomplete	Shows some understanding of the concept(s); some work is unclear or partly incomplete	Understands the math concept(s) completely; work is complete	Understands the math thoroughly and shows some insight (makes connections to other concepts, strategies)
Accuracy	Can't yet use math facts to complete basic work; is not accurate; needs quite a bit of support	Uses math facts to complete some work; some of the work is accurate; may need some help; needs to use a calculator for basic facts	Uses math facts to complete the work; shows accuracy; may have some minor mistakes	Uses math facts accurately to complete the work
Reasoning Estimating and mental math strategies	Unable to understand if an answer is reasonable	Starting to check and determine if answers are reasonable	Recognizes if an answer is reasonable (using mental math, estimation or logic)	Immediately determines if answers are reasonable and can explain why
Problem Solving	Does not use the right strategy and needs quite a bit of support	Uses some appropriate strategies; may need some help	Uses appropriate strategies	Uses appropriate strategies and is often innovative
Communicating Thinking	Does not explain the steps and answers clearly; leaves out important steps or information; serious errors	Partly explains the steps and answers but they can be confusing or incomplete; leaves out some important steps or information; some errors	Explains the steps and answers clearly and uses some mathematical language; includes all important steps; may have some minor errors	Explains the steps and answers precisely and uses mathematical language; is able to offer different ways to find solutions; includes all important steps accurately

Social Studies

Aspect	➔			
Using Critical Thinking Skills <ul style="list-style-type: none"> • Compare •Classify •Imagine • Infer •Verify •Interpret • Identify relationships • Summarize •Draw conclusions •Use analogies 	With support is beginning to think critically	Sometimes uses critical thinking skills; independence and confidence are growing	Most of the time uses critical thinking skills to question and support ideas	Confidently, independently, and frequently uses critical thinking skills to ask deep questions, and challenge self to find out more
Assessing, Gathering, and Organizing Reliable / Relevant Information <ul style="list-style-type: none"> • From a variety of sources, such as: graphs, tables, text, maps, timelines, photos, technology, experts... • Using organizers such as webs, cut and sort fact sheets, outlines... 	With support is beginning to research key information from a limited number of sources	Sometimes needs support to research and organize key information from a growing number of sources	Most of the time can independently research and organize key information from a variety of sources	Independently researches and organizes key information from a variety of sources and goes beyond what is asked
Communicating Knowledge <ul style="list-style-type: none"> • In writing • Orally • Using pictures, diagrams, maps, graphs... • Through drama • Using technology 	With support, is beginning to show an understanding of the topic	Sometimes needs support to understand and show learning	Most of the time has a good understanding, and can independently share the learning	Confidently and accurately presents knowledge, and makes connections to other learning

Science

Aspect	→			
<p>Using Critical Thinking Skills</p> <ul style="list-style-type: none"> • Questioning • Observing • Gathering information • Hypothesizing • Conducting experiments • Investigating • Controlling variables • Problem solving • Developing models 	<p>Uses some skills at a more basic level; lacks consistency; needs support</p>	<p>Sometimes uses the targeted scientific skills accurately; occasionally lacks consistency; may require some support</p>	<p>Most of the time uses the targeted scientific skills accurately and independently</p>	<p>Consistently uses the targeted scientific skills accurately, thoroughly and independently</p>
<p>Communicating Knowledge and Understanding</p>	<p>Needs support to demonstrate a beginning understanding of the topics studied and make connections with the real world and previous knowledge; is not yet able to use scientific vocabulary</p>	<p>Some of the time demonstrates an understanding of the topics studied; sometimes makes connections with the real world and previous knowledge; is able to use scientific vocabulary some of the time</p>	<p>Demonstrates a good understanding of the topics studied, at times making connections with the real world and previous knowledge; most of the time uses scientific vocabulary accurately</p>	<p>Demonstrates an excellent understanding of the topics studied and is often able to make connections with the real world and previous knowledge; consistently uses scientific vocabulary easily and precisely</p>
<p>Scientific Responsibility</p> <p>e.g.</p> <ul style="list-style-type: none"> • Using materials and equipment with care • Respect for living things and the environment 	<p>Needs support and guidelines to participate in a scientifically responsible way</p>	<p>Most of the time is a responsible scientist</p>	<p>Is a consistently responsible scientist</p>	<p>Is a consistently responsible scientist who takes action to make the world a better place</p>

Physical Development

Aspect	→			
Participation	Does not participate	At times needs encouragement to participate	Fully participates in all P.E. activities	Fully participates in all P.E. activities and encourages others to join in
Physical Fitness	With support and frequent rest intervals, participates in physical activities	Participates in moderate physical activity with occasional rest intervals	Participates actively in moderate to vigorous physical activities with short recovery periods	Participates in vigorous physical activities with little or no need for recovery periods
Skills	Not yet able to demonstrate correct technique	With some support demonstrates correct technique	Usually demonstrates correct technique	Consistently demonstrates correct technique
Safety, Sportsmanship, Leadership	Needs support to participates safely and demonstrates fair play and leadership	With some support participates safely and demonstrates fair play and leadership	Usually participates safely and demonstrates fair play and leadership	Consistently and effectively models safe participation, fair play, and leadership

French or Ka Kwala

Aspect	→			
Language Skill Development	Needs encouragement and support to participate in learning a second language and apply new vocabulary and grammar to express ideas	Usually participates in learning a second language and is beginning to apply new vocabulary and grammar to express ideas	Fully participates in learning a second language and applies new vocabulary and grammar to express ideas	Fully participates in learning a second language and applies new vocabulary and grammar to express ideas; seeks to further their language skills
Cultural Knowledge and Appreciation	Demonstrates some knowledge and appreciation of the culture	Demonstrates some knowledge and appreciation of the culture	Demonstrates knowledge and appreciation of the culture	Demonstrates knowledge and appreciation of the culture; seeks to experience further aspects of the culture

Successful Learning in _____ Explorations

	Not Yet There Rarely demonstrates	Getting There Rarely demonstrates	Not Yet There Most of the time demonstrates	Not Yet There Always demonstrates
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