



Cowichan Valley School District

MOCK REPORT 1

Achieving Below Expectations

Student: Student A

Grade: Grade 7

Teacher: Mr. Devon Lawrence

Date: March 2020

This is a summary of the student's progress in relation to the learning standards of the BC Curriculum. The student's level of proficiency has been assessed through a variety of learning opportunities to determine what the student knows, understands and is able to do. Please see the student portfolio for supporting evidence.

Teacher Comments

Student A continues to show growth in multiple areas. The student typically enjoys working with a small group of their peers, but is also able to work with other students in the class during activities and projects where they may not be able to choose partners. Student A would benefit from taking time to review their work before submitting assignments as this would give them a better chance of identifying errors and correcting them. Student A enjoys activities that give the opportunity to express learning visually especially with drawing.

Student A demonstrates progress in the following areas of learning:

English Language Arts

- Continues to develop well-written sentences.
- Is able to communicate their thoughts in their writing.
- Should continue forming complete, coherent sentences and identify strategies to minimize errors in their writing.
- See attached evidence of learning.

Social Studies

- Identified geographic opportunities and how ancient civilizations used them to be successful.
- Was able to identify countries that had ancient civilizations.
- Continue to look for connections on how ancient civilization were successful or not.
- See attached evidence of learning.









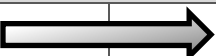






Physical Health Education

- Played multiple games that focused on game play strategies such as defense and offense.
- Able to apply fundamental movement skills in a variety of physical activities.
- Working towards participation in all gym lessons and games.

Next steps for Student A as they move their learning forward:

- Continue to write in the daily journal to build understanding of sentence structure and spelling.
- Practice recognizing cause and consequences in the world.
- Increase engagement in physical activities by working with a peer.

Attendance Summary:	Signatures	
	Teacher(s):	
	Principal:	
Is student receiving Special Services? None at this time		Next Year's Placement

PROFICIENCY SCALE	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
ENGLISH LANGUAGE ARTS: Reading, Listening and Viewing				
Connects with and comprehends fiction selections				
Connects with and comprehends non-fiction selections				
ENGLISH LANGUAGE ARTS: Writing, Speaking and Viewing				
Creates and communicates ideas and understandings.				
MATHEMATICS				
Shows learning using concrete materials, pictures, numbers and words.				
Solves mathematical problems using multiple strategies				
SCIENCE				
				
SOCIAL STUDIES				
				
FRENCH (or other second language)				
				
ARTS EDUCATION (Art, Drama, Music)				
				
PHYSICAL AND HEALTH EDUCATION				
				
APPLIED DESIGN, SKILLS & TECHNOLOGIES				
				
CAREER EDUCATION				
				
ENGAGEMENT/ BEHAVIOUR				
Engages in learning				
Treats others fairly and respectfully				
Works collaboratively with others				

Evidence of learning: See attached Ancient Civilization writing sample.

Learning Intention/Description of Learning Activity:

I can exchange ideas and viewpoints to build shared understanding and extend thinking.

I can use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation

This sample shows Student A’s knowledge of ancient civilizations, when they existed, and where they lived on the planet in a written piece of work following the grade 7 BC Performance Standards for writing.

Teacher comments/Feedback

Student A has shown they are developing in their understanding of ancient civilizations. They were able to identify ancient civilizations in the past and, with more investigation, should be able to articulate approximately when they existed in human history. Good work identifying a few key areas where ancient civilizations existed. Example: “They lived everywhere like Africa, Rome, Egypt, and even Canada.”


Proper writing conventions are used in Student A’s writing. Example: “cool to learn, because it was before my time.”

Next steps:

Focus on review of your work before it is submitted to the teacher to identify any errors in spelling, grammar, and punctuation.

Student reflection

Performance for this learning sample:

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a solid understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning

This learning sample was completed:

Independently

with guided support

with direct support

Writing Sample

Name STUDENT A

Topic: ancient Civilizations
Ancient

Date:

Ancient civilizations ^{were} cool to learn about, because it was before my time. There was buildings, ~~and~~ people, ~~a~~ food and so much more. They lived every ^{where} like Africa, Rome, Egypte and even ^{Canada} Canada. They ^{became} ~~got~~ smarter and learnt more. They have wars and they killed ^{each other} each other. Ther

Project/Activity: Ancient Civilization Map

Evidence of learning: Student created ancient civilization map (attached)



BIG IDEA

Geographic conditions shaped the emergence of civilizations.



Curricular Competency

Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)

Learning Intention/Description of Learning Activity:

I can create a map that shows geographic opportunities that would make my ancient civilization successful.

Students will create a map of an ancient civilization that shows and identifies geographic opportunities that made their ancient civilization successful.


Teacher comments/Feedback:

The map shows elements of an ancient civilization. Fertile land was identified on the map, but it would have been beneficial to identify other geographic opportunities such as a water source for drinking water and landforms that may have provided natural resources.

Next steps/stretchches:

Student A should identify other geographic opportunities on their map and ensure they are labeled in writing, or using the legend.

Performance for this learning sample:

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a solid understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

This learning sample was completed:

Independently

with guided support

with direct support

Student A

Record on your map:

Geographic features

Ecosystems

Landform

Geographic Opportunities

Food

Fertile Land

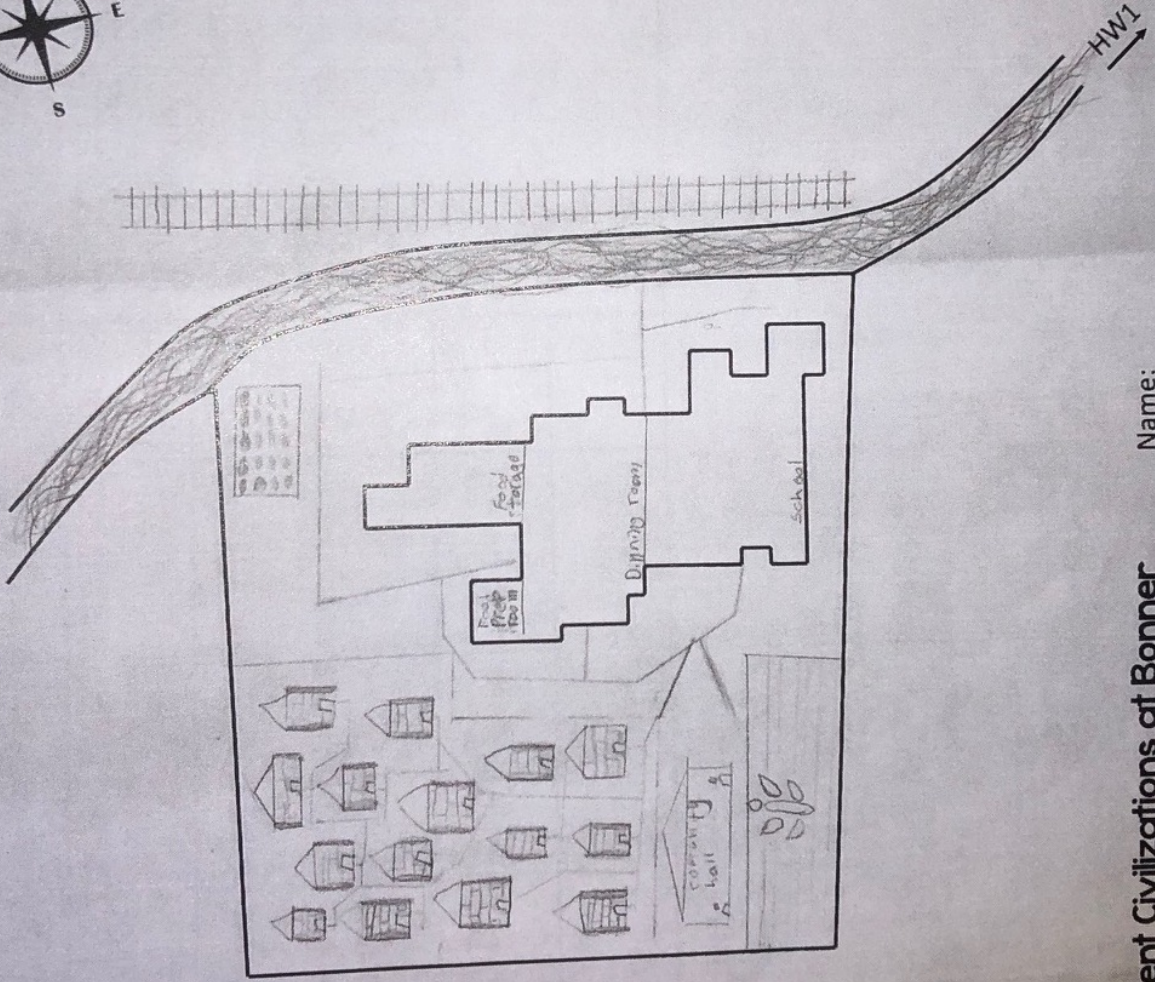
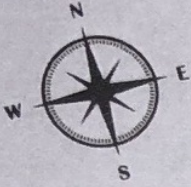
Water

Farming

Rivers/Ocean

Trade

Defensibility



Name:

Ancient Civilizations at Bonner