



Cowichan Valley School District

MOCK REPORT 2

Meeting Expectations

Student: Student B

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 B shows proficient progress in many areas of their educational program. The student works well both independently and collaboratively during activities and projects. Student B asks questions and supports their statements with relevant details and examples.

Student B demonstrates progress in the following areas of learning:

English Language Arts

- Working on developing a well written paragraph that focuses on proper writing conventions.
- Was clear in communicating the ideas of their ancient civilization in the writing they submitted.
- Should work on strategies to minimize errors such as proof reading and reading aloud.
- See attached evidence of learning.

Social Studies

- Identified geographic opportunities and how ancient civilizations used them to be successful.
- Showed clear connections between on how civilizations used water and fertile land for success.
- Continue to demonstrate how these opportunities can be represented visually on a map.
- See attached evidence of learning.









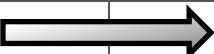






Physical Health Education

- Played multiple games that focused on game play strategies such as defense and offense.
- Has a firm understanding of many game strategies which are demonstrated while playing Speedball.
- Should continue to work with others .

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

- Continue to proofread work to check for errors.
- Recognize the importance of cooperative play in physical education games.

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 B’s ability to communicate their prior knowledge of what ancient civilizations were, when they existed, and where on the planet they lived in a written piece of work following the grade 7 BC Performance Standards for writing.

Teacher comments/Feedback

Student B demonstrated they have a good understanding of ancient civilizations. They articulated in their writing why certain civilizations moved to particular parts of the world to access geographic opportunities that would make them successful. Example: “It is the time of Kings and pyramids. They moved to the Nile for food and water.”


There were only minor spelling and grammar errors.

Next steps:

Reviewing writing both individually and with a peer will help with identifying errors with spelling and grammar before submission.

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 B

Topic: Ancient civilization

Date: _____

Ancient civilization is old and less advanced. It is a time of the kings and pyramids. They moved to the Nile for food and water. They made shacks and houses, ~~and~~ ^{cities} and farms when they moved to the Nile. There were minerals so they could make stone weapons.

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:

Student B's map identified more than one geographic opportunity available to their ancient civilization. Location for crop growing, farming, drinking water access, and defensibility are all clearly labelled.

Next steps/stretchches:

Student B should look at how the forest as a landform may be used by the civilization to provide natural resources for the construction of buildings or used for defensibility purposes.

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:

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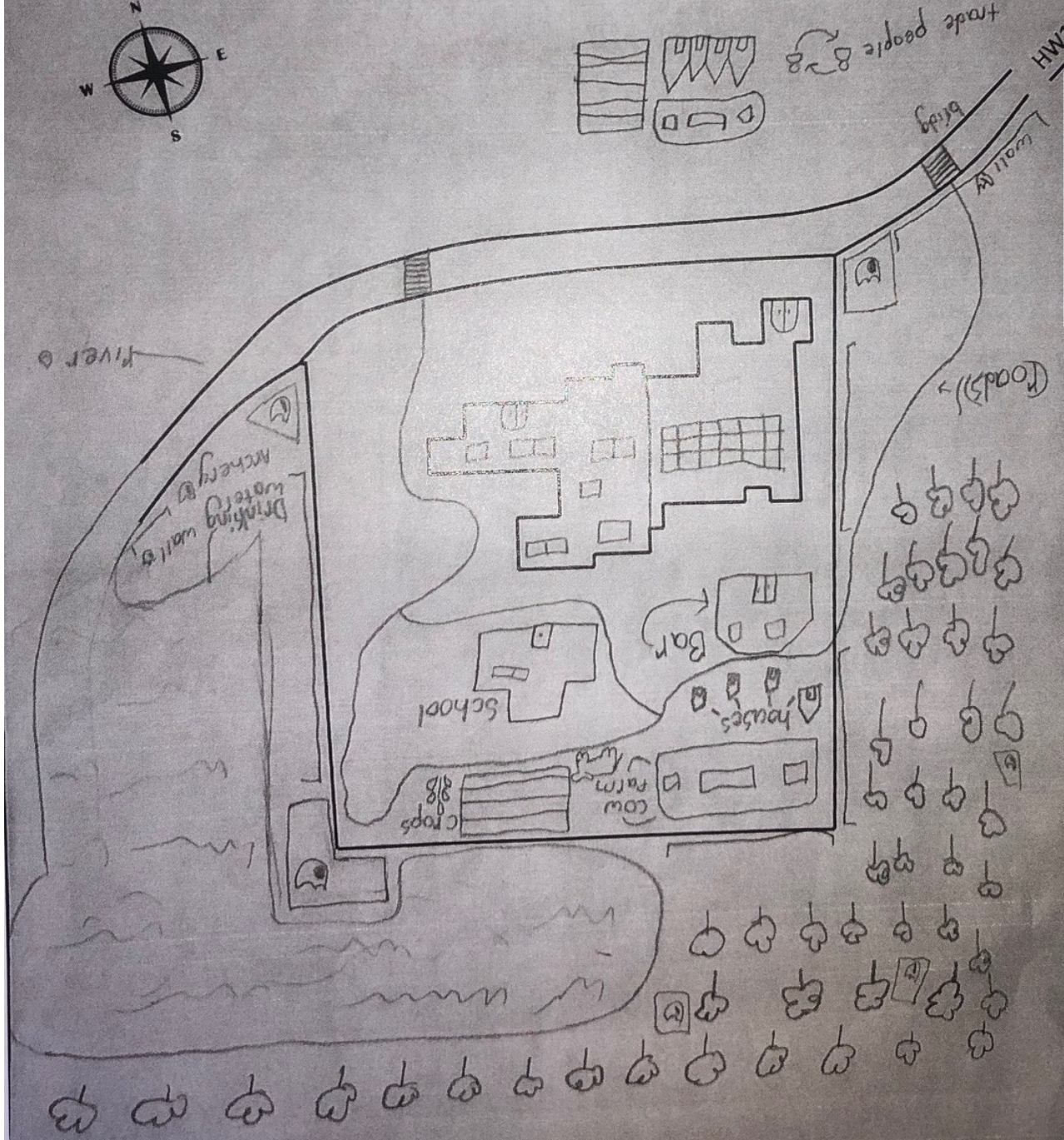
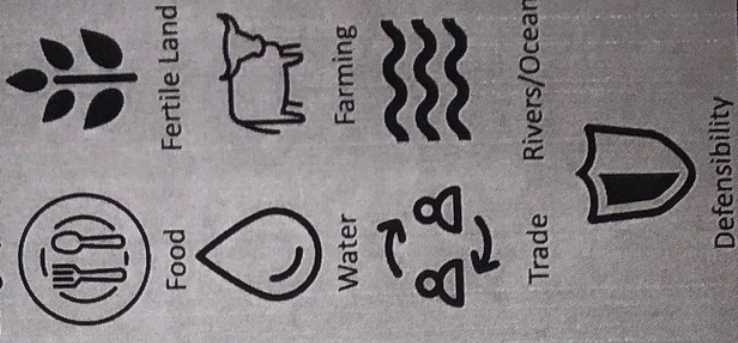
with direct support

the
 School
 Bar
 houses
 archery
 forest
 walls
 Prison/cabell

Record on your map:



Geographic Opportunities



Student B

Name:

Ancient Civilizations at Bonner