



Cowichan Valley School District

MOCK REPORT 3

Exceeding Expectations

Student: Student C

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 C has demonstrated an extending aptitude towards their classwork. The student works well both independently and collaboratively during activities and projects. Student C submits original well-developed work after feedback. The student enjoys activities and opportunities to be outdoors and demonstrates a keen interest in environmental concerns.

Student B demonstrates progress in the following areas of learning:

English Language Arts

- Is able to write a paragraph with focused detail and minimal errors.
- Communicated their ideas clearly and made connections between the past and present.
- Continue to proofread their work before submission to minimize errors.
- See attached evidence of learning.

Social Studies

- Identified geographic opportunities and how ancient civilizations used them to be successful.
- Was able to identify more than one reason why ancient civilizations might not have been successful.
- Identify more than two reasons why ancient civilizations were and were not successful.
- See attached evidence of learning.
















Physical Health Education

- Played multiple games that focused on game play strategies such as defense and offense.
- Showed leadership skills with organizing their team for both offense and defense.
- Being a true leader is not being too bossy and listening to other ideas and opinions.

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

- Ensure written work is proofread before it is submitted to minimize errors.
- Recognize leadership does not always involve telling others what to do.

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 C’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 C’s understanding of ancient civilizations shows they have a firm grasp on who they were, where they were, and why they might not be around today. They made connections with how ancient civilization might have died out where most focused on how they were successful. Example: “It’s most likely they died, because all the water dried up because of climate.” This demonstrates they understand how climate can impact people.


There were only minor spelling a grammar errors.

Next steps:

Make further connections with how climate impacted ancient civilization and how climate is impacting civilizations today. 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 C

Topic: Ancient Civilizations

Date:

There ^{are} groups of people who live in countries ~~ies~~ like Rome, Europe, Egypt, Africa and Canada. Warm places with warm grounds. They ~~ie~~ very old and they lived in the Stone Age like ~~to~~ thousands to millions of years ago. ~~and~~ They were less advanced than our modern day people. Most scientist say they died, because of the resources they had and the amount of food and water. ~~and~~ It's most likely they died, because all the water dried up ~~because of~~ due to climate.

Project/Activity: Ancient Civilization Map

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



BIG IDEA



Curricular Competency

Geographic conditions shaped the emergence of civilizations.

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 created by Student C identifies all required geographic opportunities. The map was easy to interpret with clear icons and labelling.

Next steps/stretchers:

Student C could identify the ecosystem where their ancient civilization lived. We studied ecosystems of ancient civilizations around the planet and their impact on development.

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

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Independently

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Student C

