

Student: Test AppStu2

Teacher: Mr. R. Ready

Grade: GRADE 2

Date: December 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

Charlie continues to make progress in many areas. He is learning how to self-regulate his behaviour so he can actively participate in his learning. It is good to note that the strategies we discussed (walking partway to school in the morning, encouraging calming self-talk and using his signal cards) are having a positive effect. Thank you for reinforcing these at home as well. Moving forward we are exploring how Charlie learns best. It seems that hands-on activities and visual representations of learning are what interest and motivate him to engage. This does require significant adult support and direction to help Charlie initiate and maintain tasks. This is one of the goals outlined on his Individual Education Plan (IEP).

Currently Charlie demonstrates that he:

- can solve technology problems – he is a great help when it comes to working with the iPads.
- loves logic puzzles and number problems. He has a good understanding of mental math (math in your head)
- has a lot of energy when we do daily PE. He is learning about how the rules for games apply to everyone.
- perseveres with problems especially around building with materials like Lego.
- is learning how to use text features to access information in non-fiction reading.

Next Steps for Charlie:

- write daily (lists, journals, notes) to help organize ideas and practice spelling familiar words.
- continue to use self-regulation strategies when classroom stimuli affects attention and engagement
- discuss non-fiction reading. What does he notice and wonder about what he is reading?

Attendance Summary:

Attendance
Month **TOTAL**
Absent **0**
Late **0**

Signatures:

Teacher(s)

Principal

Is student receiving Special Services? Yes

PROFICIENCY SCALE	EMERGING The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	DEVELOPING The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	PROFICIENT The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	EXTENDING The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
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ENGLISH LANGUAGE ARTS: Listening and Speaking				
Listens and responds with appropriate vocabulary and speech patterns	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
ENGLISH LANGUAGE ARTS: Reading and Viewing				
Applies a variety of strategies (i.e.: visual, structural meaning clues)	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Connects with and comprehends fiction selections	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Connects with and comprehends non-fiction selections	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
ENGLISH LANGUAGE ARTS: Writing and Representing				
Creates and communicates ideas and understandings	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
MATHEMATICS				
Shows learning using objects, pictures, numbers and words	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Develops and uses multiple strategies to engage in problem solving	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
SCIENCE				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
SOCIAL STUDIES				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
ARTS EDUCATION (Dance, Drama, Music, Visual Arts)				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
PHYSICAL AND HEALTH EDUCATION				
	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
ENGAGEMENT / BEHAVIOUR				
Engages in learning	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Treats others fairly and respectfully	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Works collaboratively with others	EMERGING	DEVELOPING	PROFICIENT	EXTENDING