Prince Albert Catholic Schools

Understanding

My Progress Report

Grades 1 – 2 French Immersion

PRINCE ALBERT Est. 1887
CATHOLIC SCHOOL DIVISION
Learning for life through ***Catholic Education***

Understanding the Progress Report

This booklet provides information about the progress report. You may get more information on our website www.pacsd.ca under the tab "Our Students, Our Parents" or phone the office at (306) 953-7500 and speak to your principal.

Focus on Strands

The curricula are not written with the intent that teachers teach or assess each outcome one at a time and then move on to the next. A teacher can assess a student's knowledge (i.e., factual, conceptual, procedural, metacognitive) as expresses in each outcome a number of times in a number of ways. All of these times and ways contribute to the overall assessment of the student's ability to demonstrate they know, understand and can do what is expected of them in the outcomes.

In the Curriculum, there is an expected set of skills and knowledge that have been strategically and consciously identified in the outcomes and accompanying indicators. In the past, curricula often had those skills identifies separately through isolated objectives. In the renewed curricula, we have integrated skill and knowledge development.

Assessing by Strands

By using strands to assess student learning, students have multiple opportunities to demonstrate their learning in a

particular area through the development of a group of related outcomes.

The outcomes describe what a student needs to know, understand, and be able to demonstrate for each grade level.

Our Progress Report informs about three areas of student development:

1. Personal and Social Growth
2. Factors Affecting Achievement
3. Curriculum

Personal and Social Growth/ Factors Affecting Achievement Rubric

Prince Albert Roman Catholic Separate School Division No. 6

St. John Community School
1453 7TH St E, PRINCE ALBERT, SK S6V 0V3 (306) 953-7536
Principal: M. Cantin
Printed: February 04, 2022

[redacted]
Grade: 4

Days Absent 1
Lates 0

Factors Affecting Achievement/Personal and Social Growth Rubric

[B: Beginning]	[D: Developing]	[P: Progressing]	[E: Established]
Meets some expectations with continual guidance and frequent reminders	Meets most expectations with some guidance and several reminders	Meets all expectations with minimal guidance and occasional reminders	Meets all expectations independently, provides a positive influence

Strands Rubric

[1 - Little Evidence]	[2 - Partial Evidence]	[3 - Sufficient Evidence]	[4 - Extensive Evidence]
With help understands parts of the simpler concepts and performs a few of the simpler processes	Understands the simpler concepts and performs the simpler processes	Understands more complex concepts and is able to perform complex processes that are explicitly taught	Has a deep understanding of complex concepts and processes and can apply to new situations

Attendance AM Homeroom	T1	T2	T3
Factors Affecting Achievement			
Confidence: Welcomes new opportunities, takes risks, engages in learning, perseveres when tasks are challenging	P		
Collaboration: Works well with others, is cooperative, and respectful	P		
Organization: Plans and manages learning time, space, materials and meets deadlines	P		
Responsibility: Is punctual, is prepared, responds to feedback, makes appropriate choices	P		
Personal And Social Growth Assessment			
Respect: Engages with other students and adults with courtesy and dignity	E		
Cooperation: Works well with everyone, shows empathy and compassion, contributes to a safe and caring catholic school climate	P		
Independence: Makes appropriate choices, solves problems effectively, and takes responsibility for behaviour	P		

Comments

Teaching children to be respectful, responsible, confident, organized, and independent citizens is an essential aspect of education. It is important for students to try their best, be respectful, have their materials, be on time and work well with others. [redacted] is cooperative and quiet. She is also hard-working and dedicated. Great job!

English Language Arts 4 SK.0400 Regular Program	T1	T2	T3
Assess and Reflect on Language Abilities	2.5		
Compose and Create	3.5		
Comprehend and Respond	3		

Comments

[redacted] is beginning to be able to independently read and comprehend grade level text. [redacted] can write responses and opinions from class readings and provide supporting details.

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D: Developing
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P: Progressing
Meets all expectations with minimal guidance and occasional reminders

E: Established
Meets all expectations independently provides a positive influence

Personal and Social Growth

(Reported to in Grades 1-5)

Respect

Engages with other students and adults with courtesy and dignity.

Cooperation

Works well with everyone, shows empathy and compassion, contributes to a safe and caring catholic school.

Independence

Makes appropriate choices, solves problems effectively, and takes responsibility for behaviour.

Factors Affecting Achievement

(Reported to in Grades 1-8)

Confidence

Welcomes new opportunities, takes risks, engages in learning, perseveres when tasks are challenging.

Collaboration

Works well with others, is cooperative and respectful.

Organization

Plans and manages learning time, space, materials and meets deadlines.

Responsibility

Is punctual, is prepared, responds to feedback, makes appropriate choices.

NEGOTIATES MEANING

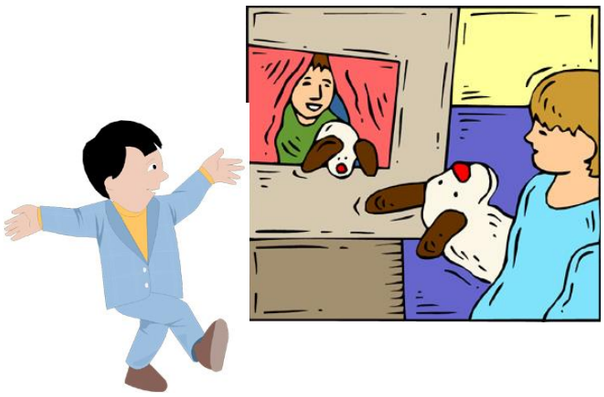
Negotiating Meaning *helps me to better understand the world around me. I observe and ask questions. I can construct meaning and ideas in the messages that I hear and see. I can make informed decisions about the choices I make. I can describe what I have learned.*

SUBJECT: **Negotiates Meaning**
Strands:
Makes Sense of Ideas and Information Constructs meaning from ideas and information received orally, in print, other media including artistic impressions.
Makes Sense of Their (The) World Demonstrates understanding of the natural world, of the relationships between people, and of the relationship between people and the natural world.
Healthy and Active Living Demonstrates knowledge, skills and attitudes for a physically active and healthy lifestyle.
Describes Learning Demonstrates the ability to communicate what has been learned.

Makes Sense of Ideas and Information means:

- I can understand messages
  - that I hear,
  - that I see in pictures,
  - and when I read words.

- I can explore and investigate ideas in
  - songs,
  - plays,
  - dance,
  - and pictures.



- I can make sure I understand by asking and understanding simple questions.

Makes Sense of Their (The) World means**:**

- I can observe and describe what I see.

- I can explain why certain things in the world are the way they are.

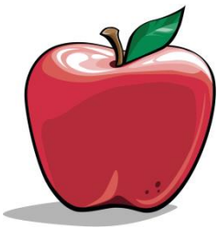
- I can explain how people are dependent on the world around them.

- I can ask questions about what I see and make plans to find answers.

- I can explain how I am unique.
- I can explain how I am a part of a community.

Healthy and Active Living means**:**

- I can explain how my body works.
- I can tell what it means to be healthy.



- I can explain why it is important to keep my body healthy.
- I can participate safely and show that I play fair.

Describes Learning means:

- I can draw and talk about what I learned.
- I can work with others and share what I have learned.

EXPRESSES SELF TO MEET NEEDS AND FULFILL A PURPOSE

Expressing Self to Meet Needs and Fulfill a Purpose *helps me become a good communicator.*
I can express my ideas using the vocabulary I have learned when I talk and write and through artistic expressions. I can move my body for activities and games as part of developing a healthy lifestyle. I can think about what I have learned and make plans to improve.

SUBJECT: **Expresses Self to Meet Needs and Fulfill a Purpose**
Strands:
Uses Language Models Demonstrates the ability to use modelled language (oral, print and other media texts) to express self.
Communicates Effectively Communicates own ideas and understanding through the creation of visuals, orally, through writing and artistic expression.
Develops Movement Skills Demonstrates knowledge, skills and attitudes for a physically active and healthy lifestyle.
Reflects on Learning Explains how learning can be applied to new situations.

Uses Language Models means:

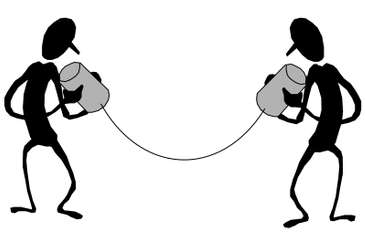
- I can ask questions in French when I need something specific.
- I can create a story or message following a model we have used in class.
- I can describe or explain a personal experience in French.

Communicates Effectively means:

- I can observe and describe what I see.
- I can express how I am feeling in French.

- I can express myself through my art
  - Music
  - Drama
  - Dance
  - Visual arts

- I can explain my thinking to others.

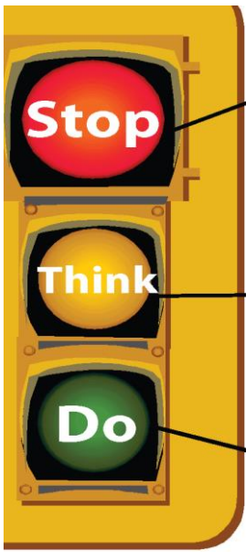


Develops Movement Skills means:

- I can move my body in a variety of ways.
- I can use a variety of movements for activities and games.
- I can participate in activities to move my body to keep it healthy.

Reflects on Learning means:

- I can think about what I have learned and make plans to improve.



- I can make healthy choices using the decision-making process.

SELF-IDENTIFIES AS A FRENCH IMMERSION LEARNER

Self-Identifying as a French Immersion Learner *allows me to immerse myself in a new language in order to learn it. I am able to communicate with others in French.*

SUBJECT: **Self-Identifies as a French Immersion Learner**
Strands:
Acquiring Knowledge of French Language Uses French expressions and can distinguish poems, songs, French authors.
Displays French Immersion Identity Responds, interacts, and recognizes that learning is taking place in French.

Acquiring Knowledge of French Language means**:**

- I am learning
  - new songs
  - new poems
  - new expressions

Displays French Immersion Identity means**:**

- I can speak in French to my teacher and my classmates.

- I can speak French to people I know when not in class or at school.

- I can share my personal experiences in French with my class.

DEVELOPS NUMERACY

Developing Numeracy *helps me understand patterns and make predictions. It helps me with everyday situations that involve numbers. Math also helps me solve problems to make decisions.*

SUBJECT: **Develops Numeracy**
Strands:
Communication Uses precise math language skills while speaking and writing to discuss and describe math thinking.
Understands Concepts Understands math ideas in order to interpret, connect, and apply to new situations.
Procedural Fluency Performs mathematical procedures accurately and efficiently.
Problem Solving Skills Selects the appropriate strategy and applies it towards a solution effectively.

Communication means:

- I can explain my math thinking using words and symbols.
- I can explain my thinking to others.

Understands Concepts means:

- I understand math ideas like patterns, numbers, shapes.
- I can read and make graphs. (begins Gr.2)

Procedural Fluency means:

- I can show the steps
- I have used to explain my thinking.

Problem Solving Skills means

- I know how to solve problems in different ways

RELIGION

Religion *helps me understand how God wants me to live.*

SUBJECT: **Religion**
Strands:
Understanding Religion Concepts Knows and understands Catholic church teachings.
Engages and Participates Demonstrates connecting, valuing, and witnessing.

Understands Religion Concepts means:

- I can share what I learn about how God loves me.

Engages and Participates means:

- I participate in the class prayers and celebrations.
- I can show how I care for others.
- I can show how I love (respect) others.

Images: Vital Imagery