Prince Albert Catholic Schools

Understanding My Progress Report

Grades 3 – 5 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 three areas of student development:

1. Personal and Social Growth
2. Factors Affecting Achievement
3. Curriculum (Mathematics, English Language Arts, Visual Arts, etc.)

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 [redacted]	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

Meets most expectations with some guidance and several reminders

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.

Arts Education

Arts Education helps me understand and appreciate arts expressions. It is a way for me to share my ideas with others.

Subject: **Arts Education**
Strands:
Creative/Productive Uses inquiry to create and communicate through dance, drama, music and visual art
Critical/Responsive Responds to artistic expressions using critical thinking, research, creativity and collaborative inquiry
Cultural/Historical Investigates the development of artistic expressions

Critical/Responsive means:

- I can respond to art with drama, music, dance, and visual arts.

Creative/Productive means:

- I can explore and investigate how to share my ideas with drama, music, dance and visual arts.

Cultural/Historical means:

- I can explain how people use the arts to share ideas.

English Language Arts

English Language Arts helps me to understand what I look at, listen to, and read. English Language Arts helps me share what I know through visuals, speaking, and writing. I think about why I am sharing and with whom I am sharing.

Subject: **English Language Arts**
Strands:
Comprehend and Respond Constructs meaning from oral, print and other media texts and responds appropriately and effectively.
Compose and Create Demonstrates understanding through the creation of visuals, speaking and writing for a variety of purposes.
Assess and Reflect Reviews, practices, responds, synthesizes and applies new knowledge. Reflects on own learning.

Comprehend and Respond means:

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

Compose and Create means:

- I can show that I understand with my drawings, when I speak, and when I write.

Assess and reflect means:

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

French Language Arts

French Language Arts helps me to communicate in French. It helps me share what I know, see and understand with others in French.

Subject: **French Language Arts**
Strands:
Oral Comprehension Constructs meaning from oral texts and other media texts for a variety of purposes and/or intentions
Oral Production Speaks clearly and correctly for a variety of purposes and/or intentions
Written Comprehension Constructs meaning from print and other media texts
Written Production Creates a variety of texts to communicate and explore the language
Attitude with Respect to French Immersion Engages in the learning experiences

French Language Arts

Oral comprehension means:

- I can understand what someone is saying when they speak in French.
- I can understand French stories, songs and presentations.

Oral Production means:

- I can observe and describe what I see.
- I can express how I am feeling in French.
- I can explain my thinking to others.
- I can ask questions in French when I need something specific.

Written Comprehension means:

- I can read in French and understand what it means.
- I can understand messages that I see in pictures and when I read words.

Written Production means:

- I can share my ideas, thoughts and feelings through my writing.
- 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.

Attitude with Respect to French Immersion means:

- I can show appreciation for French songs, stories and experiences.
- I can share my ideas and opinions in French.

Health Education

Health Education helps me understand how to take care of my body, mind and spirit.

Subject: **Health Education**
Strands:
Understanding, Skills & Confidence Apply decisions that will improve personal health and/or the health of others
Decision Making Making informed decisions based on health-related knowledge.
Action Planning Develop the understanding, skills, and confidences necessary to take action and to improve health.

Understanding how and why it is important to be physically active means:

- I participate in activities to move my body to keep it healthy.
- I can explain why it is important to keep my body healthy.
- I can move my body in a variety of ways.
- I can use a variety of movements for activities and games.
- I can participate safely and show that I play fair.

Mathematics

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

Subject: **Mathematics**
Strands:
Number Understand the meaning of relationships between, properties of, roles of, representations of numbers
Patterns & Relations Understand patterns the relationships between quantities while using symbols to demonstrate the concepts of equality and inequality.
Shape & Space Identifies and understands 2-D shapes and 3-D objects, their characteristics, and the relationships between geometrical shapes and objects.
Statistics & Probability Develop statistical reasoning through the collection, representation, and analysis of given data, as well as explore the concept of probability.

Understanding and communicating math concepts means:

- I can explain my math thinking using words and symbols.
- I can explain my thinking to others.
- I understand math ideas like patterns, numbers, and shapes.
- I can read and make graphs.
- I can show the steps.
- I can explain my thinking.
- I know how to solve problems in different ways.

Physical Education

Physical Education helps me understand how and why it is important to be physically active.

Subject: **Physical Education**
Strands :
Active Living Engages in healthy levels of participation in movement activities
Skillful Movement Understands, develops, and transfers movement concepts, skills, tactics, and strategies to a wide variety of movement activities
Relationships Demonstrates teamwork, volunteerism, and decision making in a wide variety of movement activities

Understanding how and why it is important to be physically active means:

- I participate in activities to move my body to keep it healthy.
- I can explain why it is important to keep my body healthy.
- I can move my body in a variety of ways.
- I can use a variety of movements for activities and games.
- I can participate safely and show that I play fair.

Religion

Religion helps me understand how God wants me to live.

Subject: **Religion**
Strands:
Understands Religion Concepts Knows and understands Catholic Church teachings
Engages and Participates Demonstrates connecting, valuing, and witnessing

Understanding and Participating in Religion concepts means:

- I can share what I learn about how God loves me.
- I participate in the class prayers and celebrations.
- I can show how I care for others.
- I can show how I love (respect) others.

Science

Science helps me understand the natural world.

The Science curricula is separated in to 3 general strands. The content studied in each strand is grade specific.

Subject: **Science**
Strands :
Life Science Focuses on the growth and interactions of life forms within their environment.
Physical Science Focuses on matter, energy, and forces.
Earth & Space Science Focuses on the earth, its form, structure, patterns of change as well as the solar system and the physical universe beyond.

Understanding science concepts and procedures means:

- I can explain why certain things in the world are the way they are.
- I can observe and describe what I see.
- I can ask questions about what I see and make plans to find answers.
- I can draw and talk about what I learned.
- I can work with others and share what I learned.

Social Studies

Social Studies helps me understand people and the world in which we live.

Subject: **Social Studies**
Strands:
Interdependence & Interactions Understands the interactions and interdependence of individuals, societies, cultures, and nations.
Dynamic Relationships Analyze the relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.
Power & Authority Investigate the processes and structures of power and authority, and the implications for individuals, communities, and nations.
Resources & Wealth Examine the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development.

Understanding Social Studies concepts and processes means:

- I can explain how I am unique.
- I can explain how I am a part of a community.
- I can explain how people are dependent on the world around them.
- I can describe how to be a part of a community.
- I can find answers to my questions.
- I can show what I have learned by talking, using pictures, and writing.