Prince Albert Catholic Schools
Understanding
My Progress Report
French Immersion Kindergarten

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 "Our Parents" tab or phone the office at (306) 953-7500 and speak to your principal.

Focus on Strands

The French Immersion kindergarten program is committed to the growth and development of the whole child. Children develop and learn through play and exploration while being immersed in the French language. Through authentic learning experiences, children develop knowledge and skills that enable them to successfully with the world around them.

Reporting Periods

The beginning of Kindergarten focuses on the development of classroom routines and expectations. Formative assessments take place during this time so no formal report card is given. Communication regarding student growth and development for the first term occurs through parent, student, teacher conferences. Formal report cards as well as parent, student, teacher conferences occur with families for term 2 and term 3.

A sample Kindergarten progress report can be found on our website.

Our Progress Report tells about two areas:

1. Personal and Social Growth
2. Curriculum achievement

Below are the two rubrics used to assess student growth and development.

Personal and Social Growth Rubric

1– Beginning	2- Developing	3– Progressing	4– 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 understands of complex concepts and processes and can apply to new situations

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.

I can make sense of messages – oral, print, visual and artistic.

I can understand messages

- that I hear,
- that I see in pictures,

I can explore and investigate ideas in:

- songs,
- plays,
- dance, and
- pictures

I can make sense of the world around me.

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

- I can explain how plants, animals, and 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 part of a community.

I can tell what it means to be healthy

- I can explain why it is important to keep my body healthy and safe.

- I can participate in activities to move my body to keep it healthy.

I can show what I have learned

- I can draw and talk about what I have learned.

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

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

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, play, 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.

I can use language that has been modelled to follow directions and express myself.

- I can follow directions.
- I can repeat rhymes, songs, and expressions.

- I can describe or explain a personal experience, mostly in English, with new words I have learned in French.
- I can show my ideas when I am playing.

I can communicate ideas orally, with visuals, and artistic expressions

- I can observe and describe what I see.

- I can express myself through my art: music, drama, dance, and visual arts
- I can explain my thinking to others.

I can participate in activities to move my body to keep it healthy and interact with others.

- I can move my body in a variety of ways for activities and games.

- I can participate safely and show that I play fair.

I can describe what I have learned.

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

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.

I can count, compare, make sets and draw numbers 0-10. I can compare and sort objects.

- I can compare numbers using objects.

- I can discover which number is bigger.

- I can identify, create and extend a pattern.

- I can can use objects to create my own patterns.
- I can identify patterns in the world around me.

I can name, build and describe 3-D objects.

- I can build a 3-D object following a model.
- I can use my imagination to construct my own 3-D objects.

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 can repeat and imitate French songs, poems and new words

- I am learning:
    - New songs
    - New poems
    - New expressions

I can share what I have learned in French

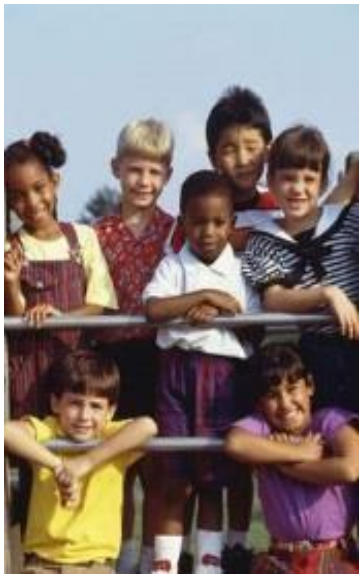
- I can share what I know in French with my teacher and classmates.

RELIGION

Religion helps me understand how God wants me to live.

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

- I can participate in the class prayers and celebrations.



- I can show how I care for others.

Images: Saskatchewan Ministry of Education; Vital Imagery