

An example of a student who is mostly at the Applying Level

# YEAR-END SUMMATIVE REPORT

June 28, 2019

Student Name: Kirra Kon

This report is a summary of the student’s progress, according to widely held grade level expectations, in relation to the learning standards of the BC Curriculum. The student’s level of learning has been assessed through a variety of learning opportunities to determine what the student knows, understands, and is able to do.

## Descriptive Written Comments

**STUDENT’S LEARNING STRENGTHS:**

Kirra is a bubbly and thoughtful student who often brings enthusiastic energy into the classroom. She has continued to show great progress in all academic areas this year. She celebrates her accomplishments with her many peers and is quick to acknowledge the work of others as well. Kirra has developed a number of strategies to lengthen her focus at the carpet and during seatwork. She asks for a number of movement breaks throughout the day and volunteers to help her teachers regularly by taking down our calendar boards or setting up and carrying gym equipment. Kirra continues to explore all learning activities with enthusiasm and sets new goals when the learning activities are challenging. “I can do it if I try my whole best” Kirra regularly explains to her teachers. In literacy activities, Kirra is able to explain the parts of stories, can identify patterns in sounds and words and often uses the correct beginning and ending consonants and vowels in her written words. She has great ideas for stories and enjoys sharing them with the class during our “Author Time”. In numeracy learning activities, Kirra is able to demonstrate her mathematical fluency and understanding of numbers and patterns. Her amazing story and collage using outdoor materials and loose parts (see her online portfolio) about the number five and living things also demonstrated her design thinking processes and creativity. As noted in our conversations, Kirra loves to be our demo person for Physical Activity skills and games and she is aware of the importance of cooperation and fair play.

I have thoroughly enjoyed teaching and learning with Kirra this year and wish her continued success in Grade One!

**AREAS for GROWTH:**

Kirra’s next steps for stamina and focus:

- continue to develop focus stamina and listening skills at the carpet

Kirra’s next steps for reading and writing:

- Practice reading simple sight words and writing simple words using the say-listen-write approach

**WAYS to SUPPORT LEARNING:**

At School:

- Continue to provide carpet reminder cards about expectations (hands to self, eyes on speaker, hand up to speak)
- Read and write daily and notice the spelling of frequent sight words. Sound out simple words (stretch them like a slinky) and write them in a journal and for stories.

At home:

- Write grocery lists, directions, recipes or make signs for the home. Join the VPL and enjoy reading books together.

<b>STUDENT COMPETENCY SCALE</b> (in relation to grade level expectations)		<b>BEGINNING</b> to acquire knowledge, skills, strategies and processes.  <i>I need my teacher's help with this.</i>	<b>DEVELOPING</b> the ability to apply knowledge, skills, strategies and processes.  <i>I can do this with some help from my teacher.</i>	<b>APPLYING</b> knowledge, skills, strategies and processes consistently.  <i>I can do this on my own.</i>	<b>EXTENDING</b> knowledge, skills, strategies and processes creatively and strategically.  <i>I can do this on my own, and I go beyond what is expected of me.</i>
<b>ENGLISH LANGUAGE ARTS</b>	Comprehend and connect READING, LISTENING, and VIEWING				
	Create and communicate WRITING, SPEAKING, and REPRESENTING				
<b>MATHEMATICS</b>					
<b>SCIENCE</b>					
<b>SOCIAL STUDIES</b>					
<b>ARTS EDUCATION</b>					
<b>PHYSICAL AND HEALTH EDUCATION</b>					
<b>CAREER EDUCATION</b>					
<b>APPLIED DESIGN, SKILLS &amp; TECHNOLOGY</b>					

Please see additional report attached. Comments below:

- Student Self Assessment of Core Competencies attached
- Record of Ongoing Communications of Student Learning attached

Assigned to Grade   1  

Teacher Signature: \_\_\_\_\_

Principal/Vice-Principal Signature: \_\_\_\_\_