**Communicating Student Learning**

Student Name:

Teacher/Grade: Grade 1

Date: April 3, 2020

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| --- |
| Personal and Social Development Seldom Sometimes Usually Always |
| Treats others fairly and with respect |  |  |  |  |
| Follows class and school expectations |  |  |  |  |
| Participates in class with a positive attitude |  |  |  |  |
| Is able to follow instructions |  |  |  |  |
| Is able to solve problems appropriately (use WITS) |  |  |  |  |
| Can work independently  |  |  |  |  |
| Co-operates with others  |  |  |  |  |

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| **Emerging**Requires 1 on 1 **adult** support to attempt the new skills. Understanding is limited and not independent.*I am starting to get it,* *but I am still confused.* | **Beginning**Requires **direct** support to begin to demonstrate what he/she knows or understand.*I can do this sometimes with help, or with an example in front of me.* | **Developing**With some **guided** support, is able to demonstrate what he/she knows or understands*I can do this on my own but still sometimes need support to show my understanding.*  | **Applying****Without** support, is able to demonstrate what he/she knows or understands.*I am confident that I can do it on my own, and show someone else how to do it. I can show or explain my thinking.* |

Curriculum/ Content:

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| --- | --- | --- | --- | --- |
| **Language Arts** | Emerging | Beginning | Developing | Applying |
| I can listen for a variety of purposes (for pleasure, to gain information, to join into conversation). |  |  |  |  |
| I can exchange ideas and perspectives to build shared understanding. |  |  |  |  |
| I can identify, organize, and present ideas in a variety of forms using words and pictures. |  |  |  |  |
| I can create personal writing to show simple ideas or feelings and to add details. |  |  |  |  |
| I can communicate using letters and words and apply conventions of proper spelling, grammar, and punctuation. |  |  |  |  |
| I can read classroom print as I participate in learning. |  |  |  |  |
| I can use connecting strategies in order to make meaning from the text; text-to-self and text-to-text.  |  |  |  |  |
| I can use visualization strategies in order to make meaning when I listen and read.  |  |  |  |  |
| I can use inference strategies in order to understand the text when I listen and read.  |  |  |  |  |

Comments:

Strengths –

Stretches –

Next Steps -

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| **Mathematics** | Emerging | Beginning | Developing | Applying |
| I can describe and compare lengths using non-standard units of measurement.  |  |  |  |  |
| I can use non-standard units of measurement to cover the area of something and can describe and compare how much is needed.  |  |  |  |  |
| I can describe and compare volume capacity using non-standard units of measurement. |  |  |  |  |
| I can describe and compare weights using non-standard units of measurement. |  |  |  |  |
| I can order measurements. |  |  |  |  |
| I can represent data in a graph. |  |  |  |  |
| I can use graphs to help me answer questions. |  |  |  |  |
| I can read a graph and make conclusions. |  |  |  |  |

Comments:

Strengths –

Stretches –

Next Steps -

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| --- | --- | --- | --- | --- |
| **Science** | Emerging | Beginning | Developing | Applying |
| I can ask questions and make simple predictions about familiar objects and events. |  |  |  |  |
| I can observe objects and events in familiar contexts. |  |  |  |  |
| I can compare observations with predictions through discussion and draw conclusions. |  |  |  |  |
| I can identify the three states of matter. (solids, liquids, gases) |  |  |  |  |
| I can use words and pictures to show how we use solids, liquids and gases. |  |  |  |  |

Comments:

Strengths –

Stretches –

Next Steps -

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| **Applied Design Skills Technology (ADST)** | Emerging | Beginning | Developing | Applying |
| I can choose an idea about constructing to solve a problem. |  |  |  |  |
| I can use trial and error to make changes, solve problems, or incorporate new ideas from self or others. |  |  |  |  |
| I can demonstrate my product and tell the story of designing and making. |  |  |  |  |
| I can develop my skills and add new ones through play and collaborative work.  |  |  |  |  |
| I can design and construct to meet the criteria of a building challenge. |  |  |  |  |

Comments:

Strengths –

Stretches –

Next Steps -

Ways to Support Learning: