

## **GRADE 4 REPORT CARD COMMENTS**

\*These are a sampling of my actual report card comments with the names removed and meant as a starting point for sharing and discussion\*

### **LANGUAGE ARTS**

#### **READING**

##### **A**

Student is able to read a grade level passage independently and provide answers in depth and detail about the content he has read. His book report (Never Trust A Cat Who Wears Earrings) demonstrates a very good understanding of the main elements of a novel (plot, character and setting). He is able to summarize what he has read and provide evidence from the content of his reading to support his opinions and ideas.

Student is able to read grade appropriate texts for information and understanding. When researching a specific topic, (e.g., Rocks and Minerals, Medieval Times) he is able to independently formulate questions, locate information, take notes and share his understanding of what he has read.

Student is able to decide on a specific purpose for reading, and independently select the materials he needs from a variety of appropriate sources (e.g., books from classroom library, web sites, notes taken during lessons). He is able to clearly communicate his essential understandings of what he has read both verbally and in writing (e.g., oral report, written project display)

##### **B**

Student is able to read a grade level passage and provide answers in some depth and detail about the content he has read. His book report (The Littles Go Exploring) demonstrates a good understanding of the main elements of a novel (plot, character and setting). He is able to summarize what he has read and provide evidence from the content of his reading to support his opinions and ideas.

Student is able to read grade appropriate texts for information and understanding. When researching a specific topic, (e.g., Rocks and Minerals, Medieval Times) she is able to formulate questions, locate information, take notes and share her understanding of what she has read.

Student is able to decide on a specific purpose for reading, and select the materials she needs from a variety of appropriate sources (e.g., books from classroom library, web sites, notes taken during lessons). She is able to communicate her essential understandings of what she has read both verbally and in writing (e.g., oral report, written project display).

##### **C**

Student is able to read a passage of text but experiences some difficulty in providing written answers in depth and detail about the content he has read. He needs to pause during his reading when unsure of content and, if necessary, re-read the passage to improve his understanding. His book report demonstrates a good understanding of the main elements of a novel (plot, character and setting). He is learning to summarize what he has read and provide evidence from the content of his reading to support his opinions and ideas.

Student is learning to read appropriate texts for information and understanding when researching a specific topic (e.g., Rocks and Minerals, Medieval Times). With some assistance, he is able to formulate questions, locate information, take notes and share his understanding of what he has read.

With guidance, Student is able to decide on a specific purpose for reading, and select the materials he needs from a variety of appropriate sources (e.g., books from classroom library, web sites, notes taken during lessons). He is able to communicate some of his essential understandings of what he has read both verbally and in writing (e.g., oral report, written project display).

##### **D**

Student tends to avoid reading in our daily class reading time. He demonstrates a limited understanding of the main elements of a novel (plot, character and setting). He is learning to summarize what he has read and provide evidence from the content of his reading to support his opinions and ideas. When a book is read aloud to Student, he can recall in good detail the content of what he has heard.

Student requires assistance in order to read a grade level passage and experiences significant difficulty in providing written answers in depth and detail about the content he has read. He needs to pause during his reading when unsure of content and, if necessary, re-read the passage to improve his understanding. His book report (The Grand Escape) demonstrates a limited understanding of the main elements of a novel (plot, character and setting). Careful reading of assignments can increase Student's level of achievement in this area.

Student is learning to read grade appropriate texts for information and understanding when researching a specific topic (e.g., Rocks and Minerals, Medieval Times). With direct assistance, he is able to formulate questions, locate information, take notes and share his understanding of what he has read.

Student requires individual assistance and guidance in order to decide on a specific purpose for reading, and select the materials he needs from a variety of appropriate sources (e.g., books from classroom library, web sites, notes taken during lessons). He is able to communicate some of his essential understandings of what he has read verbally.

## **WRITING**

### **A**

Student is able to apply all of the elements of writing (adjectives, similes, metaphors and detail) to create effective descriptive paragraphs. Written assignments are consistently well edited in the area of conventions of writing (spelling, punctuation, grammar). She successfully applies spelling strategies to learn new words (e.g., Light & Sound Energy).

Student is able to apply all of the elements of an effective narrative (theme, plot, character, writing style and illustrations) to her story "Lizzie McGuire". Her story features a well sequenced plot and interesting dialogue. Student is able to independently edit her writing for basic conventions of spelling, punctuation and grammar.

Student is able to identify several forms of poetry and describe their main characteristics. Her blended poem "Sad", submitted for our class anthology, illustrates her ability to effectively convey thoughts, feelings and emotions in a prescribed written format. Student is able to consistently apply the basic conventions of spelling, punctuation and grammar in order to edit written work submitted for evaluation.

### **B**

Student is able to apply most of the elements of writing (adjectives, similes, metaphors and detail) to create descriptive paragraphs. Written assignments are generally well edited in the area of conventions of writing (spelling, punctuation, grammar). She successfully applies spelling strategies to learn new words (e.g., Light & Sound Energy).

Student is able to apply many of the elements of an effective narrative (theme, plot, character, writing style and illustrations) to her story "Memory of Mae and Shamrock". Her story features a well sequenced plot (despite it's sudden ending) and characters the reader cares about. Student is able to edit her writing for basic conventions of spelling, punctuation and grammar.

Student is able to identify several forms of poetry and describe their main characteristics. His rhyming couplet "Ox", submitted for our class anthology, illustrates his ability to convey thoughts, feelings and emotions in a prescribed written format. Student is able to apply the basic conventions of spelling, punctuation and grammar in order to edit written work submitted for evaluation.

### **C**

Student is able to apply some of the elements of writing (adjectives, similes, metaphors and detail) to create descriptive paragraphs. Her use of the conventions of writing (spelling, punctuation, grammar) is improving but much more careful editing of written assignments is required.

Student is able to apply some of the elements of an effective narrative (theme, plot, character, writing style and illustrations) to her story "Animal Hunter". Her story features a well sequenced plot but greater character development would make it even more effective. With assistance, Student is able to edit her writing for basic conventions of spelling, punctuation and grammar

Student is able to identify some forms of poetry and describe their main characteristics. Her acrostic poem "BMW Car", submitted for our class anthology, illustrates her ability to convey thoughts, feelings and emotions in a prescribed written format. With assistance, Student is able to apply some of the basic conventions of spelling, punctuation and grammar in order to edit written work submitted for evaluation.

## **D**

With direct assistance Student is able to apply some of the elements of writing (adjectives, similes, metaphors and detail) to create descriptive paragraphs. Student lacks confidence in his ability to spell and write words. Often he under-estimates his own abilities. Continued work on applying spelling strategies will benefit his confidence.

Student is able to orally describe the events of his Pirates story in considerable detail and map the plot pictorially. Using the computer is a motivating tool for Student to transfer these thoughts to writing. With direct assistance, Student is able to edit his writing for basic conventions of spelling, punctuation and grammar.

Student is able to identify some forms of poetry and describe their main characteristics. His acrostic poem, submitted for our class anthology, illustrates his ability to convey his thoughts in a prescribed written format. Student continues to require 1 to 1 assistance in the editing process in order to apply the basic conventions of spelling, punctuation and grammar. He often exhibits more ability to spell and edit words than he gives himself credit for. I encourage Student to "take risks" in his writing and not worry if every single word is spelled perfectly.

## **ORAL & VISUAL COMMUNICATION**

### **A**

In community circle, Student expresses her feelings and ideas with great confidence and clarity. She is very involved in class discussions and frequently contributes insightful questions and comments.

Student's speech about Our Water demonstrates her excellent oral presentation skills. She speaks with confidence and clarity and is able to provide strong evidence to support her opinion about a specific topic.

Student is able to effectively use our Media Literacy framework (Target Audience, Intended Message, Implied Message, Stereotypes) to analyze and create advertisement presentations. He speaks with confidence and clarity in community circle and class discussions.

### **B**

In community circle, Student expresses her feelings and ideas with confidence and clarity. She is involved in class discussions and contributes insightful questions and comments.

Student's speech about Finding Nemo demonstrates her good oral presentation skills. She speaks with confidence and is able to provide sound evidence to support her opinion about a specific topic.

Student is able to use our Media Literacy framework (Target Audience, Intended Message, Implied Message, Stereotypes) to analyze and create advertisement presentations. He speaks with increased confidence and clarity in community circle and class discussions.

### **C**

In community circle, Student expresses his feelings and ideas with increasing confidence and clarity. He is becoming more actively involved in class discussions.

Student's speech about John Cena demonstrates his improving oral presentation skills. He speaks with increasing confidence and is able to provide some evidence to support his opinion about a specific topic.

Student is able to apply some of our Media Literacy framework (Target Audience, Intended Message, Implied Message, Stereotypes) to analyze and create advertisement presentations. He speaks with greater confidence in community circle and during class discussions.

## **MATH**

### **NUMBER SENSE & NUMERATION**

#### **A**

Student is able to apply his strong knowledge of the 12 x 12 times tables to accurately answer 1 digit x 2 digit multiplication questions (e.g.,  $97 \times 9$ ). He is able to correctly interpret word problems involving multiplication and provide an appropriate solution and written statement.

Student is able to consistently apply his knowledge of the 12 x 12 times tables to solve 2 and 3 digit long division questions with remainders (e.g.,  $319 \div 9$ ). He can accurately compare fractions using symbols ( $<$ ,  $>$ ,  $=$ ) and perform all basic operations with decimals.

#### **B**

Student is learning to apply her knowledge of the 12 x 12 times tables to accurately answer most 1 digit x 2 digit multiplication questions (e.g.,  $97 \times 9$ ). She is able to correctly interpret most word problems involving multiplication and provide an appropriate solution and written statement.

Student is able to apply her knowledge of the 12 x 12 times tables to solve most 2 and 3 digit long division questions with remainders (e.g.,  $319 \div 9$ ). She can compare fractions using mathematical symbols ( $<$ ,  $>$ ,  $=$ ) and perform basic operations with decimals.

#### **C**

Student requires assistance to apply her knowledge of the 12 x 12 times tables to accurately answer some 1 digit x 2 digit multiplication questions (e.g.,  $97 \times 9$ ). She is able to correctly interpret some word problems involving multiplication but continued practice of her multiplication facts is suggested.

Student is able to apply her improving knowledge of the 12 x 12 times tables to solve some 2 and 3 digit long division questions with remainders (e.g.,  $319 \div 9$ ). Using multiplication to check her final answer is a strategy that will assist Student's progress. She can compare some fractions using mathematical symbols ( $<$ ,  $>$ ,  $=$ ) and requires some assistance to perform basic operations with decimals.

#### **D**

Student requires individual assistance to apply her knowledge of the 12 x 12 times tables to accurately answer 1 digit x 2 digit multiplication questions (e.g.,  $97 \times 9$ ). With assistance, she is learning to correctly interpret some word problems involving multiplication. Continued practice of her multiplication facts is strongly suggested.

Student is able to apply her improving knowledge of the 12 x 12 times tables to solve 1 digit division questions (e.g.,  $18 \div 3$ ). She experiences difficulties sequencing the steps required to answer 2 and 3 digit long division questions with remainders (e.g.,  $319 \div 9$ ). Using multiplication to check her final answer is a strategy that will assist Student's progress.

## **MEASUREMENT**

#### **A**

Student is able to apply his strong knowledge of the 12 X 12 multiplication facts to accurately calculate the area of squares and rectangles by multiplying length by width. He is able to correctly interpret word problems involving measurement and provide an appropriate solution and written statement. He can determine the area of irregular objects (e.g., a puddle) by applying his knowledge of measurement techniques.

Student is able to independently estimate, measure, and record the capacity of containers with accuracy and calculate the volume of three-dimensional figures.

#### **B**

Student is able to apply her knowledge of the 12 X 12 multiplication facts to accurately calculate the area of most squares and rectangles by multiplying length by width. She is able to correctly interpret word problems involving measurement and provide an appropriate solution and written statement. She can determine the area of irregular objects (e.g., a puddle) with some accuracy by applying her knowledge of measurement techniques.

Student is able to estimate, measure, and record the capacity of containers and calculate the volume of most three-dimensional figures.

### **C**

Student is able to demonstrate some knowledge of the 12 X 12 multiplication facts. However, he has difficulty applying this knowledge when calculating the area of squares and rectangles. He requires some assistance in order to correctly interpret word problems involving measurement and provide an appropriate strategy and solution. He can determine the area of some irregular objects (e.g., a puddle) by applying his knowledge of measurement techniques.

Student requires assistance in order to estimate, measure, and record the capacity of containers with accuracy and calculate volume.

### **D**

Student continues to require assistance with his knowledge of the 12 X 12 multiplication facts. As a result, he has difficulty applying this knowledge when calculating the area of squares and rectangles. He requires assistance in order to correctly interpret word problems involving measurement and provide an appropriate strategy and solution. Continued practice of his multiplication facts is suggested in order to assist Student's progress.

With individual assistance, Student is able to estimate, measure, and record the capacity of containers and calculate volume with some accuracy.

## **GEOMETRY & SPATIAL SENSE**

### **A**

Student is able to define and label the faces, edges and vertices of 3-Dimensional objects. Using a protractor, he can construct and measure angles with a high degree of accuracy. He is consistently able to classify angles as acute, obtuse or right based upon his measurements.

### **B**

Student is able to define and label the faces, edges and vertices of most 3-Dimensional objects. Using a protractor, he can construct and measure angles with accuracy. He is generally able to classify angles as acute, obtuse or right based upon his measurements.

### **C**

Student is able to define and label the faces, edges and vertices of some 3-Dimensional objects. He is usually able to classify angles as acute, obtuse or right based upon his measurements. Using a protractor, Student experiences difficulties constructing and measuring angles. I encourage him to check over his work for accuracy.

### **D**

With individual assistance, Student is able to define and label the faces, edges and vertices of some 3-Dimensional objects. He is able to classify some angles as acute, obtuse or right. Using a protractor, Student has some difficulties constructing and measuring angles. I encourage him to check over his work for accuracy.

## **PATTERNING & ALGEBRA**

### **A**

Student is consistently able to identify numerical patterns and can use patterns to predict what number will come next in a sequence. He can accurately describe the relationship between numbers using writing or mathematical symbols.

**B**

Student is able to identify most numerical patterns and can use patterns to predict what number will come next in a sequence. He can describe the relationship between numbers using writing or mathematical symbols.

**C**

Student is able to identify some numerical patterns and with assistance can use patterns to predict what number will come next in a sequence. He is learning to describe the relationship between numbers using writing or mathematical symbols.

**D**

With individual assistance, Student is able to identify some numerical patterns. He is learning to use patterns to predict what number will come next in a sequence and is beginning to describe the relationship between numbers using writing or mathematical symbols.

**DATA MANAGEMENT & PROBABILITY****A**

Student can consistently construct accurate bar graphs and line plots from a given set of data (e.g., labelled with titles, horizontal and vertical axes) both by hand and by using spreadsheets in AppleWorks.

Student is able to use his strong knowledge of probability to make reasonable predictions based upon anticipated outcomes of events. He can consistently classify possible outcomes (e.g., rolling dice, drawing certain cards from the deck) as most likely, somewhat likely and least likely.

**B**

Student is able to construct accurate bar graphs and line plots from most sets of data (e.g., generally accurate labels, titles, scale).

Student is able to use his knowledge of probability to make predictions based upon anticipated outcomes of events. He can classify possible outcomes (e.g., rolling dice, drawing certain cards from the deck) as most likely, somewhat likely and least likely.

**C**

Student is able to construct bar graphs and line plots from some sets of data but needs to ensure all elements of the graph are present and accurate (e.g., x and y axes labels, titles, scale).

Student is able to use his knowledge of probability to make predictions based upon anticipated outcomes of events. He can classify some possible outcomes (e.g., rolling dice, drawing certain cards from the deck) as most likely, somewhat likely and least likely.

**D**

Student can construct bar graphs and line plots from some sets of data. He needs to check his work to ensure all elements of the graph are present and accurate (e.g., x and y axes labels, titles, scale).

Student is learning how to use his knowledge of probability to make predictions based upon anticipated outcomes of events. With individual assistance, he can classify possible outcomes (e.g., rolling dice, drawing certain cards from the deck) as most likely, somewhat likely and least likely.

## **SCIENCE & TECHNOLOGY**

### **A**

Student is able to use the scientific method and conduct experiments in order to investigate different ways in which light and sound are produced and transmitted. She is able to create devices that produce and transmit sound energy (e.g., Sound Producing Golf Course) and clearly explain the science involved when demonstrating her sound device to the class.

Student can observe, identify and classify rocks according to their type and how they were formed (igneous, sedimentary and metamorphic). She is able to effectively describe minerals based upon specific characteristics she observes. Using a "Mind Map" Student can represent and explain her knowledge of Rocks and Minerals in extensive depth and detail.

Student is able to design and construct a device that uses pulleys and gears and explain in considerable detail how the device works. Her Animal Habitats & Communities comparison study demonstrates a strong understanding of the underlying concepts of ecosystem, food chain, and the effects of humans on the environment.

### **B**

Student is able to use the scientific method and conduct experiments in order to investigate different ways in which light and sound are produced and transmitted. He is able to create devices that produce and transmit sound energy (e.g., Laughing Chicken). He can explain most of the science involved when demonstrating his sound device to the class.

Student can observe, identify and classify many rocks according to their type and how they were formed (igneous, sedimentary and metamorphic). He is able to describe minerals based upon specific characteristics he observes. Using a "Mind Map" Student can represent and explain his knowledge of Rocks and Minerals in depth and detail.

Student is able to design and construct a device that uses pulleys and gears and explain verbally how the device works. His Animal Habitats & Communities comparison study demonstrates a good understanding of the underlying concepts of ecosystem, food chain, and the effects of humans on the environment.

### **C**

With some assistance, Student is able to use the scientific method and conduct experiments in order to investigate different ways in which light and sound are produced and transmitted. He is able to demonstrate devices that produce and transmit sound energy (e.g., Broken Cell Phone). He can verbally explain some of the science involved when demonstrating his sound device to the class.

Student can identify and classify some rocks according to their type and how they were formed (igneous, sedimentary and metamorphic). He is able to describe minerals based upon a few characteristics he observes. Using a "Mind Map" Student can represent and explain his knowledge of Rocks and Minerals in some depth and detail.

With assistance, Student is able to design and construct a device that uses pulleys and gears and explain verbally how the device works. His Animal Habitats & Communities comparison study demonstrates some understanding of the underlying concepts of ecosystem, food chain, and the effects of humans on the environment.

### **D**

With individual assistance, Student is able to use the scientific method and conduct experiments in order to investigate different ways in which light and sound are produced and transmitted. She experienced some difficulty creating a device that produces and transmits sound energy, as the device she built (Pinwheel) did not involve the use of sound energy. I encourage Student to seek assistance when she is unsure of future science assignments.

## **SOCIAL STUDIES**

### **A**

Student's mind map of Prince Edward Island demonstrates a strong ability to independently research, summarize and organize key information about a specific province or territory. The web page that she produced based upon her research was informative, well organized, detailed and accurate.

Student's Medieval Times project about Ireland demonstrates that she is able to effectively research, organize and summarize all of the key elements of Medieval society (Education, Leisure, Religion, Art/Architecture). Her project features very good organization, excellent detail and creative presentation.

### **B**

Student's mind map about Manitoba demonstrates his ability to research, summarize and organize most of the key information about a specific province or territory. The web page that he produced based upon his research was generally informative, well organized and accurate. Greater detail would make his web page even more effective.

Student's Medieval Times project about China demonstrates that he is able to research, organize and summarize many of the key elements of Medieval society (Education, Leisure, Religion, Art/Architecture). His project features good organization and closely follows the requirements set out in the Project Framework.

### **C**

Student's mind map about Nunavut demonstrates that, with assistance, he is able to research, summarize and organize some of the key information about a specific province or territory. Greater organization and detail would improve the web page that Student produced based upon his research.

Student's Medieval Times project about France, demonstrates that, with some assistance, he is able to research, organize and summarize some of the key elements of Medieval society (Education, Leisure, Religion, Art/Architecture). Closer attention to the project framework would make his project even better.

### **D**

Student's mind map project about his province or territory is incomplete. He requires extensive assistance in order to research, summarize and organize most of the key information about a specific province or territory. Greater effort and attention to the completion of assigned work would enable Student to improve his level of achievement in Social Studies.

Medieval Times project demonstrates that, with individual assistance, he is able to research, organize and summarize some of the key elements of Medieval society (Education, Leisure, Religion, Art/Architecture). Consistent work habits and a closer attention to the project framework would improve Student's finished project.

## **HEALTH & PHYSICAL EDUCATION**

### **A**

Student participates with enthusiasm in games of low organization and structured activities like basketball. He demonstrates excellent coordination and an ability to apply the fundamental skills of throwing and catching. He displays exceptional sportsmanship and team work in the gym.

Student is able to rehearse and present a gymnastic routine. He can volley, bump and serve with consistency and effectiveness. Student's level of participation in all areas of the gym program (Gymnastics, Volleyball and Indoor Team Games) is high. When participating in team games he demonstrates outstanding sportsmanship.

Student's level of participation in all areas of the gym program (Cooperative Games, Team Sports, Individual Activities ) is very high. In all of our activities, he demonstrates excellent eye-hand co-ordination and very strong fundamental movement skills (throwing, catching, running). He consistently displays outstanding sportsmanship.

## **B**

Student participates with enthusiasm in games of low organization and structured activities like basketball. She demonstrates good coordination and an ability to apply the fundamental skills of throwing and catching. Amber displays very good sportsmanship and team work in the gym.

Student is able to rehearse and present a gymnastic routine. She is developing her ability to volley, bump and serve with increased consistency and effectiveness. Student's level of participation in all areas of the gym program (Gymnastics, Volleyball and Indoor Team Games) is high. When participating in team games she demonstrates very good sportsmanship.

Student's level of participation in all areas of the gym program (Cooperative Games, Team Sports, Individual Activities ) is high. In all of our activities, he demonstrates sound eye-hand co-ordination and solid fundamental movement skills (throwing, catching, running). He consistently displays good sportsmanship.

## **C**

Student participates with limited enthusiasm in games of low organization and structured activities like basketball. He demonstrates improving coordination and an ability to apply the fundamental skills of throwing and catching. He usually displays good sportsmanship and team work in the gym. Greater effort to participate would improve Student's level of achievement.

Student is able to rehearse and present a gymnastic routine. He is developing his ability to volley, bump and serve with consistency and effectiveness. Student's level of participation in all areas of the gym program (Gymnastics, Volleyball and Indoor Team Games) is improving. When participating in team games he demonstrates good sportsmanship.

Student's level of participation in all areas of the gym program (Cooperative Games, Team Sports, Individual Activities ) has increased slightly this term. In all of our activities, she demonstrates improving eye-hand co-ordination and fundamental movement skills (throwing, catching, running). She consistently displays good sportsmanship.

## **VISUAL ARTS**

### **A**

Student is able to effectively apply the elements of design (colour, line, shape, texture) to her work with various media. She is able to create works of art for a variety of audiences and purposes (e.g., personal sketching with pencil, chalk and charcoal, table flag to illustrate Tribe name, pointillism picture for class web page).

Student is able to effectively use several artistic methods and techniques (straw painting, perspective, symmetry, geometric shapes) to create works of art for a variety of audiences and purposes (e.g., 3 dimensional shape pictures, table flags, personal coat of arms, illustrations for narratives).

Student is able to independently create works of art for a variety of audiences and purposes (e.g., personal coat of arms, poster to celebrate newly hatched ducks). She is able to synthesize and apply the elements of colour, line, shape and texture to create a personal "masterpiece."

### **B**

Student is able to apply the elements of design (colour, line, shape, texture) to his work with various media. He is able to create works of art for a variety of audiences and purposes (e.g., personal sketching with pencil, chalk and charcoal, table flag to illustrate Tribe name, pointillism picture for class web page).

Student is able to use several artistic methods and techniques (straw painting, perspective, symmetry, geometric shapes) to create works of art for a variety of audiences and purposes (e.g., 3 dimensional shape pictures, table flags, personal coat of arms, illustrations for narratives).

Student is able to create works of art for a variety of audiences and purposes (e.g., personal coat of arms, poster to celebrate newly hatched ducks). He is able to apply the elements of colour, line, shape and texture to create a personal "masterpiece."

## **C**

Student is learning to apply the elements of design (colour, line, shape, texture) to his work with various media. He is able to create works of art for a variety of audiences and purposes (e.g., personal sketching with pencil, chalk and charcoal, table flag to illustrate Tribe name, pointillism picture for class web page).

Student is learning to use several artistic methods and techniques (straw painting, perspective, symmetry, geometric shapes) to create works of art for a variety of audiences and purposes (e.g., 3 dimensional shape pictures, table flags, personal coat of arms, illustrations for narratives).

With some assistance, Student is able to create works of art for a variety of audiences and purposes (e.g., personal coat of arms, poster to celebrate newly hatched ducks). He is learning to apply the elements of colour, line, shape and texture to create a personal "masterpiece."

## **DRAMA & DANCE**

### **A**

Student is able to use voice and gesture to effectively convey thoughts, feelings and emotions. Her role in her group's Mutual Agreements Play (Don't Call Me Names) demonstrates her strong ability to interpret and communicate the meaning of stories and plays using a variety of dramatic techniques.

Student is able to effectively communicate thoughts and ideas both verbally and non-verbally. She demonstrates an awareness of audience and a broad range of dramatic techniques (tableaux, voice, gesture, movement). She is able to collaborate in the development of a script for a short dramatic performance.

### **B**

Student is able to use voice and gesture to convey thoughts, feelings and emotions. His role in his group's Mutual Agreements Play (Appreciation/No Put Downs) demonstrates his ability to interpret and communicate the meaning of stories and plays using a variety of dramatic techniques.

Student is able to communicate thoughts and ideas both verbally and non-verbally. He demonstrates an awareness of audience and a broadening range of dramatic techniques (tableaux, voice, gesture, movement). He is able to collaborate in the development of a script for a short dramatic performance.

### **C**

Student is learning to use voice and gesture to convey thoughts, feelings and emotions. His role in his group's Mutual Agreements Play (Appreciation/No Put Downs) demonstrates his ability to interpret and communicate the meaning of stories and plays using a variety of dramatic techniques

Student is able to communicate thoughts and ideas both verbally and non-verbally. He demonstrates an awareness of audience and an increasing range of dramatic techniques (tableaux, voice, gesture, movement). With some assistance, he is able to collaborate in the development of a script for a short dramatic performance.

## **COMPUTERS**

### **A**

Student is able to independently create and modify hyperlinks in Claris Homepage in order to produce a web site about a specific province or territory. She can effectively use AppleWorks spreadsheets to analyze and graph data and is learning to use TEL to respond to questions and share ideas via e-mail.

Student is able to independently use our class TEL conference and the internet to access and retrieve specific information related to a research topic. She is learning to effectively use HyperStudio to add sound, voice and animation as part of our class CD of student work.

Student is able to independently compose a multimedia song using GarageBand and iTunes. She can script buttons and design presentations in HyperStudio. She is able to successfully assist and coach students from classes who visit our Multimedia Lab.

## **B**

Student is able to create and modify hyperlinks in Claris Homepage in order to produce a web site about a specific province or territory. He can use AppleWorks spreadsheets to analyze and graph data and is learning to use TEL to respond to questions and share ideas via e-mail in our class conference.

Student is able to use our class TEL conference and the internet to access and retrieve specific information related to a research topic. He is learning how to use HyperStudio to add sound, voice and animation as part of our class CD of student work.

Student is able to independently compose a multimedia song using GarageBand and iTunes. With little assistance, he can script buttons and design presentations in HyperStudio. He is able to successfully assist and coach students from classes who visit our Multimedia Lab.

## **C**

Student is learning to create and modify hyperlinks in Claris Homepage in order to produce a web site about a specific province or territory. With assistance, he can use AppleWorks spreadsheets to analyze and graph data and is able to create works of art using AppleWorks painting.

With some assistance, Student is able to use TEL and the internet to access and retrieve specific information related to a research topic. He is learning how to use HyperStudio to add sound, voice and animation as part of our class CD of student work.

## **LEARNING SKILLS**

### **Mostly E's**

Student's thoughtfulness and kindness towards others are genuine assets to our classroom community. She is a very motivated learner who uses her time in class efficiently. Student's homework is consistently done on time and to the best of her abilities. In her relationship with myself and her classmates she follows our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs. I wish to congratulate her on a wonderful start to Grade 4!

Student is able to share her thoughts and ideas in community circle and in class discussions. She puts forth a positive effort to complete assigned work in class and her homework is consistently done on time. In her relationships with her classmates, Student is respectful, helpful and cooperative. She is an outstanding model for our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs. Her kindness and warmth are valued gifts she brings to our classroom community.

Student participates fully in community circle and in class discussions. He consistently follows our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs and is very respectful towards his classmates. He often helps other students if they require assistance and encourages them to follow the Mutual Agreements. Student works independently and uses his time in class very efficiently. He consistently completes all homework assignments. I wish to congratulate Student on his progress this term and thank him for being an outstanding part of our classroom community.

Student is an outstanding member of our classroom community. She consistently follows our Tribes Mutual Agreements and is warm, helpful and kind in her interactions with her classmates. Student's positive attitude towards learning is evident in all subject areas and greatly contributes to her academic success. I wish to congratulate her on an excellent year in Grade 4!

### **Mostly G's (Some S's)**

Student's insightful nature is genuine asset to our classroom community. As the term has progressed he has become a more self-motivated and self-directed learner. He is now using his time in class more efficiently. His homework is still not consistently done on time but an improvement in this area has been noted as the term has progressed. I encourage Student not to rush his work in class or at home. In his relationships with his classmates, Student needs to work on consistently following our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs. I wish to congratulate him on his positive start in Grade 4!

Student participates actively in community circle and in class discussions. She follows our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs and is respectful towards her classmates. She works fairly independently and uses her time in class efficiently. Student has completed her homework assignments on a more consistent basis this term. I continue to encourage her to seek my assistance if she has questions or is unsure about an assignment or topic. I wish to congratulate Student on her progress this term and thank her for being a positive part of our classroom community.

Student's warmth and thoughtfulness are positive gifts she brings each day to our classroom community. She uses her time in class very productively but still needs to work on her organizational skills, specifically consistent completion of assigned homework. Student is very aware of our Tribes Mutual Agreements and does her best to follow them in her interactions with her classmates. I wish to congratulate her on her progress in Grade 4!

### **Addressing N's**

In her relationships with her classmates Student is not always able to see how her words and actions can affect others. I encourage her to consistently follow our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs.

In her interactions with her peers, Student is very quick to see how someone else has not followed our Tribes Mutual Agreements but it is more difficult for her to acknowledge her own role in a conflict. I encourage Student to worry less about the thoughts and actions of others and focus instead on all of the positive qualities she possesses.

I encourage Student to share his feelings when he is concerned about his own actions or those of another student, rather than letting his emotions build up and result in a display of inappropriate behaviour.

Student's effort to complete assigned work varies. If Student feels he is not able to do something he often gives up before fully attempting the task. When he does persevere he can experience success.

I believe Student genuinely cares about being successful at school and know he is capable of showing respect to all students and teachers. If he follows our Tribes Mutual Agreements of Attentive Listening, Mutual Respect, Right to Pass and Appreciation/No Put Downs this can happen. I appreciate Student's spirit and sense of humour and encourage him to make positive choices.

His homework is not always done on time or to the best of his abilities. He needs to continue to work on his organizational skills (ex. planner, completing important assignments). I encourage Student to seek my assistance if he is unsure about an assignment or topic.

Another positive development has been Student's increased social awareness. He is learning to "stop and think" about what is happening and to express his feelings in words rather than actions. I wish to congratulate Student on his progress in these areas.

At times, Student gets carried away and crosses the boundary of acceptable behaviour either by using inappropriate language or excessive physical force. Student does not have to prove to others he is "tough." If he simply is himself he will earn the respect of all students and teachers. I am confident he can do it!