



**Grade 5**  
**Progress Report:**  
**September 2012 - January 2013**

*Student's Name: Student name*

*Age Grade Level 5*

*Teacher's Name: Aisha Kindred*

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***Assessment Indicators***

**Beginning**

This skill is just beginning to develop. The student is being introduced to the skill and requires teacher assistance and guidance. The student is progressing at an expected level.

**Developing**

This skill is developing. The student requires occasional teacher assistance and is progressing with some independence.

**Proficient**

The student demonstrates a solid understanding and proficiency of this skill.

***Exceptionalities***

**ED = Experiencing Difficulty**

The student is experiencing difficulty accomplishing tasks using this skill. More time is needed for the student to develop this skill. The student is not progressing at an expected level.

**E = Exemplary**

This skill is at a level and quality that significantly exceeds expectations for the student's current level of study.

**Acc = Accommodated**

Outcomes of the subject area have not been changed, but accommodations are required such as, extra time, technology, use of manipulatives, reduced number of questions, etc.

**Mod = Modified**

The grade level curriculum outcomes of a subject area have been changed to address the specific needs of a student. With modification, the majority (50% or more) of the outcomes of the grade level curriculum have been altered.

## GENERAL COMMENTS

The student is having a fantastic graduating year at Touchstone. I feel lucky to have had the opportunity to be the student's teacher more than once during his time at Touchstone! The student is a bright, diligent, and conscientious student. He is a well-rounded young man. He is popular among his peers and is kind to everyone. The student applies himself to every classroom activity and always demonstrates a positive attitude. He has a fantastic sense of humour and makes me and his classmates laugh on a regular basis. The student is an exceptionally thoughtful young guy and I look forward to witnessing his continued progress throughout the remainder of his graduating year. The student will go on to do fantastic things throughout his school career. Astounding work!

## MATHEMATICS

| Grade Level  | Objectives |  | Proficient | Developing | Beginning |
|--|------------|--|------------|------------|-----------|
| 6  |            |  |            |            |           |
| 6  | Number     |  | ✓          |            |           |
| <p>This term, our mathematical focus has been strictly on the most important foundation of numeracy, which is number sense. But what is number sense? Number sense goes beyond the skills of simply counting, memorizing facts, and the situational rote use of algorithms. In hopes of developing number sense, students are provided with opportunities to connect numbers to real-life experiences and use benchmarks and referents. This growing number sense typically comes as a by-product of learning rather than through direct instruction. The more opportunities a student has to do this, the more likely a student will become computationally fluent, flexible with numbers and intuitive about numbers. The following number sense topics have been covered this term: understanding large numbers, factors, multiples, improper and mixed fractions, ratios, percent, integers, and multiplication and division with decimals.</p> <p>The student has been catching on to tricky grade 6 math concepts with ease and throughout all eight number sense outcomes covered this term, he has demonstrated a superior understanding. The student applies himself and works diligently to understand not only how to complete rote performance of the math concepts but to then transfer that knowledge into problem solving skills. He is self-motivated and is always found working on-task. I was most impressed when after being absent for a few days, he took it upon himself to borrow a classmate's notes and brush up on what he had missed. He totally caught on to the new concept being taught without my help. WOW! Excellent work in math this term.</p> |            |  |            |            |           |

**LITERACY**

| Objectives  | Proficient                | Developing                       | Beginning |
|---|---------------------------|----------------------------------|-----------|
| Reading   | E                         | ✓                                |           |
| <b>Below age grade level</b>  | <b>At age grade level</b> | <b>Exceeds age grade level ✓</b> |           |
| <p>In reading this term, students have explored comprehension strategies through our whole class read aloud, worked on personal reading skill improvement through one-on-one work, and there has been a whole class focus on vocabulary enhancement through our Word Wizards program, which gives students an opportunity to teach the rest of the class. The student is a strong and avid reader who enjoys the chance to read to self during class time. He reads with accuracy, fluency and shows strong comprehension skills on a deeper level. Through class read aloud, he has demonstrated an adept ability to identify a number of literary elements such as plot, setting, important events, conflict, and resolution. He shows a knack for deeper level comprehension strategies through his abilities to infer and make predictions throughout the reading process. He has also demonstrated the ability to read for research and turn that into information he can present in his own words. It is clear that the student uses his abilities as a reader to enhance his amazing innate ability as a writer. In the coming term, I would like to see the student take a more active role in our classroom word wizard program so as to continuously enhance his comprehension, writing and speech. Keep it up!</p>   |                           |                                  |           |
| Writing   | E                         | ✓                                |           |
| <p>This term in writing, students explored writing peer biographies, poetry writing and there was a heavy focus on narrative story writing with a more specific focus on creating interesting characters in story writing. Through a number of whole class lessons, some small group lessons and small group, partner, and individual writing activities, the students have had many opportunities to explore and expand their writing abilities. The student has truly exceptional skills as a writer and possesses an innate writing ability. He has brilliant ideas for his story that capture the interest of any reader and he employs all writing traits to communicate his amazing ideas clearly and effectively. He is able to build on his stories and create action and suspense with ease. He has created brilliant pieces based on lessons on developing character and in turn, has applied these lessons to his longer narrative writing. This term, the student has demonstrated his ability to address the demands of a variety of purposes and audiences. Whether it's a piece to convey information for an upcoming event, an information article for the class written school newspaper, or a fictional piece, the student writes with intent and in a clear manner. I look forward to enjoying more of the student's work throughout the year!</p> |                           |                                  |           |
| Spelling  |                           | ✓                                |           |
| <p>The student has reviewed the following prefixes: in-, un-, dis-, mis-, re-, ex-, and pre from previous studies with different words and has been (or will be) introduced to the following additional eight prefixes: de-, fore-, post-, after-, sub-, com-, en-, and pro-. Later, he will learn about less common prefixes. The spelling of most of these words may not have been particularly challenging, as they are made up of base words that are familiar and prefixes that are spelled regularly; however, working through the sorts helps students think through the generative process of how word elements—prefixes and bases—are put together. The student has been working on: identifying the prefixes and what each means, explaining how the addition of a prefix changes the meaning of the word, and spelling the words.</p> <p>The student has done an excellent job on his spelling quizzes throughout this past term. He has scored mainly 10s and 11s out of 10. Keep up the great work!</p>  |                           |                                  |           |

**SCIENCE / HISTORY / GEOGRAPHY**

| <b>Objectives</b>  |  | <b>Exceeding Expectations</b> | <b>Developing as Expected</b> | <b>Some Concern</b> |
|--|--|-------------------------------|-------------------------------|---------------------|
| Makes connections (describes links between personal experience, known information, previously studied material, and new information) |  | ✓                             |                               |                     |
| Shows interest   |  |                               | ✓                             |                     |
| Participates   |  |                               | ✓                             |                     |
| Strives to do best work  |  | ✓                             |                               |                     |
| Makes inquiries (poses questions/offers explanations)  |  |                               | ✓                             |                     |
| Retains information  |  |                               | ✓                             |                     |

**COMMENTS**

There is nothing more exciting than a Theme class with the students from the Orange room. The Endocrine system was first on the list for theme. Through videos, games, lecture, and independent exploration, students learned about the glands and their functions in the endocrine system, and how they differ from other glands in the body. Our focus then shifted to the immune system. We learned how our body protects itself and how different cells with different jobs work together to keep us well. History was the next topic on our agenda. Through the study of art, students gained great perspective on the historical changes that took place during the Renaissance. First term concluded with an in-depth look at the War of 1812. Although during some points in the unit the students were presented a very “Canadian” perspective of the war, they were extremely aware of this and worked to discover the American point of view as well.

The student is a delight to have in Theme class. Although the student does not take part in classroom discussions frequently, when he does participate, he makes well thought out comments that connect to the topic and further our learning. He does not monopolize class time by expressing each and every thought he has; rather he makes statements to improve the lessons. The student seemed to enjoy the units on the endocrine and immune system, specifically an educational cartoon in which the main character who’s immune system was being examined was named Nate. The student is extremely skilled in the area of group work. He is a gentle leader, who deals well with conflict, knows how to make compromises; all while meeting all requirements and having fun. The student’s “Oh Canada!” project research was strong. He did not rush through the process, and ensured he had accurate information. He was very well prepared to present his information and did a fantastic job with his “Ask me Abouts”.

**ÉDUCATION PHYSIQUE****Teacher: Stéfanie Mayhew**

| Objectives                          |  | Exceeding Expectations | Developing as Expected | Some Concern |
|-------------------------------------|--|------------------------|------------------------|--------------|
| Follows directions and instructions |  |                        | ✓                      |              |
| Shows effort                        |  |                        | ✓                      |              |
| Shows growth in skill development   |  |                        | ✓                      |              |

**COMMENTS:**

The Orange class is striving to demonstrate efficient and effective motor skills and concepts with play-based drills and structured games. They are encouraged to maintain a healthy competitive spirit through positive reinforcement strategies. Through units such as: Dodge ball, Basketball, Tag games, Flag Football and Kin-Ball, the Orange Class has worked on acquiring better skills in team work, spatial awareness, balance, dodging, strategizing, endurance, passing and receiving.

The student consistently models respectful behavior and a positive attitude. He is a fast and serious runner. When confronted with any drill or sport, he is focused and determined. The student is an excellent dodger in Tag Games. He anticipates his opponents' moves, and uses exceptional footwork in order to swiftly change direction and escape. This term, the student has demonstrated good leadership traits, especially when playing Kin-Ball or Capture The Flag where he proved to be a fair team captain and a strategic adversary. For example, during Capture The Flag, he listened carefully to his teammates when huddled and kept his team focused. He was also very enthusiastic during Kin-Ball games and made sure everyone on his team had a turn at launching the ball. He is organized, creative, and resourceful. He decided to use decoys to throw off his opponents in a game of Capture The Mitt. The student is not a follower and he takes his learning seriously. He is energetic; he enjoys playing and sets the bar for the rest of his class. □

**FRANÇAIS****Teacher: Stéfanie Mayhew**

| Objectives  |  | Exceeding Expectations | Developing as Expected | Some Concern |
|---|--|------------------------|------------------------|--------------|
| Demonstrates appropriate communication skills (listens patiently, speaks in turn)                           |  |                        | ✓                      |              |
| Communicates in French  |  |                        | ✓                      |              |
| Demonstrates a positive attitude towards learning French through contributions in class                     |  |                        | ✓                      |              |
| Applies language knowledge (identifies and uses a variety of vocabulary, grammar and expressions in French) |  |                        | ✓                      |              |

**COMMENTS**

The Orange class is evolving in French by maintaining and developing second language skills through daily practice in, and out of the classroom. Abiding by a French-only rule in class, they are developing better comprehension and expression, as well as making connections through conversing, interactive games, reading, and group work. Communication skills learned in class have involved the use of negation, personal pronouns, masculine and feminine agreement in adjectives, conjugating reflective verbs, and expanding on vocabulary through monthly themes. With the support of web-based activities, the students are encouraged to reinforce what they are learning in the classroom at home. Themes we have covered since September include: School, Halloween, Anatomy, and Nutrition.

The student completes reading exercises with great success and he has taken big steps forward this term. He immediately identifies the gist of texts and accurately pinpoints important areas of text by scanning. He shows full understanding of texts when reading. His overall command of writing in French is good. He constructs readable, coherent French sentences and because he perfects what he learns, he spells very few words incorrectly. The student has no difficulty with listening tasks at this level and he has sharpened his techniques with every lesson. He quickly understands the basic meaning of a listening script and he notes particular pieces of information such as grammar conventions faultlessly. The student can listen equally well to an impressive range of audio material. Although he doesn't always embellish or adds extra details to texts or in his dialoguing, he is precise when conveying thoughts or ideas. He is very careful to avoid errors in his speaking and maintains a beautifully fluent style. His clear pronunciation makes his spoken French easy to understand. In the area of grammar, the student performs well and he has engaged successfully with new material, such as reflective verb forms. He has a solid knowledge of grammatical rules such as negative pronoun placement in sentences or which stem verbs to use to form past tenses. He also incorporates the structures he has learnt into his writing and speaking with accuracy. As always, he has been an enthusiastic member of the class and worked well in small group projects with his peers. He was a lively participant in group and homework assignments.

**ART**

| Objectives                                |  | Exceeding Expectations | Developing as Expected | Some Concern |
|---|--|------------------------|------------------------|--------------|
| Participates                              |  | ✓                      |                        |              |
| Understands and applies artistic concepts |  | ✓                      |                        |              |
| Shows effort                              |  | ✓                      |                        |              |

**COMMENTS**

The artists in the Orange Class were hard at work each and every Thursday afternoon this term. The term began with a review of warm and cold colours. Students used their knowledge and applied it to an interesting take on a traditional self-portrait. Next, the students explored positive and negative space. Students created a project using their name with the challenge being to have the name disappear into the negative and to have the space between the letters in their name become the positive space. The student worked very hard on both of these projects; however his attention to detail and desire for perfection caused him to miss deadlines. While studying the Renaissance during Theme, the students completed creative Modern Day Mona Lisas. The student depicted Mona Lisa as a baby with a soother, a humorous idea to say the least! Orange Class then learned about the famous graffiti artist Keith Haring. Each student took time to think of an important message, and then adopted his style of artistry to convey the message. The student used a very powerful message: We are stronger together than we are apart. Some may mistake the student's piece for an actual work of Keith Haring. Many Art classes were also spent on the creation of "Oh Canada!" models. The student is certainly a talented author, and his classmates recognize this and often look to him for artistic advice and guidance. I am continuously impressed by the work he produces. No matter the assignment, lesson, or material, the student produces excellent work.

**MUSIC****Teacher: Deantha Edmunds-Ramsay**

| Objectives                                 |  | Exceeding Expectations | Developing as Expected | Some Concern |
|--|--|------------------------|------------------------|--------------|
| Participates                               |  | ✓                      |                        |              |
| Understands and applies musical concepts   |  | ✓                      |                        |              |
| Shows effort                               |  | ✓                      |                        |              |
| Shows growth in skill development          |  |                        | ✓                      |              |
| Demonstrates appropriate attitude in class |  | ✓                      |                        |              |

**COMMENTS**

The Orange Class began the year by reviewing musical symbols and terms in a fun and interesting way: a game of Music Twister! They used rhythm instruments and sang a reggae arrangement of the traditional English 3-part round "Hey Ho, Nobody Home." The children heard the life story of American guitarist Christopher Parkening and his renowned teacher Andres Segovia and were enthralled by recordings and videos of them performing. One of the pieces they heard Parkening play was a complicated version of the traditional Shaker melody, "Simple Gifts." The children were given copies of a simpler arrangement for voice and piano, and read through the song together, putting into practice various dynamic levels (piano, mezzo forte, forte, crescendo and diminuendo). They read and practiced other musical ideas having to do with tempo (speed), like 'poco ritardando' and 'a tempo.' The Orange Class reviewed Beethoven's biography and heard examples of his music like his famous Symphony No. 5, and some of his piano compositions. On what would have been Glenn Gould's 80th birthday, the students learned about this famous Canadian pianist, who was quite an interesting character. They learned the concept of 'theme and variations', and found out what a 'concerto' is, by watching videos of Gould playing Beethoven's "32 Variations in C minor" and the powerful "Emperor's Concerto."

The student is a great music student who contributes his best to all class discussions, songs and activities. He is attentive and learns quickly. He has a good singing voice and strong sense of rhythm. He puts his whole heart into every song and activity that he learns, and his positive attitude adds to the class atmosphere in music. It is a pleasure to teach him.

**WORK HABITS AND LIFE SKILLS FOR – UPPER GRADES**

| <b>Independent Work</b>  |  | <b>Exceeding Expectations</b> | <b>Developing as Expected</b> | <b>Some Concern</b> |
|--|--|-------------------------------|-------------------------------|---------------------|
| Demonstrates pride in quality of work and strives to do best work        |  | ✓                             |                               |                     |
| Is self-motivated  |  | ✓                             |                               |                     |
| Starts work assignments when task is assigned and makes good use of time |  |                               | ✓                             |                     |
| Perseveres in tasks which may hold little interest                       |  |                               | ✓                             |                     |
| Works without disturbing others  |  |                               | ✓                             |                     |
| Evaluates own work   |  |                               | ✓                             |                     |
| Completes class work in a timely manner                                  |  |                               | ✓                             |                     |
| Attempts to work through problems independently before seeking help      |  |                               | ✓                             |                     |
| Seeks assistance when confused or when own efforts are not successful    |  |                               | ✓                             |                     |
| Follows oral and written directions                                      |  |                               | ✓                             |                     |
| Completes homework assignments thoroughly, accurately, and on time       |  |                               | ✓                             |                     |

| <b>Group Work</b>  |  | <b>Exceeding Expectations</b> | <b>Developing as Expected</b> | <b>Some Concern</b> |
|--|--|-------------------------------|-------------------------------|---------------------|
| Demonstrates ability to take turns and make compromises                      |  |                               | ✓                             |                     |
| Listens attentively when others are speaking and gives constructive feedback |  |                               | ✓                             |                     |
| Verbalizes thoughts and feelings to group                                    |  |                               | ✓                             |                     |
| Attempts to work through problems within group before seeking help           |  |                               | ✓                             |                     |
| Carries out assigned “job” in group project                                  |  |                               | ✓                             |                     |
| Praises efforts of fellow group members and is supportive                    |  |                               | ✓                             |                     |
| Does fair share of work in group   |  |                               | ✓                             |                     |

| <b>Community</b>  |  | <b>Exceeding Expectations</b> | <b>Developing as Expected</b> | <b>Some Concern</b> |
|---|--|-------------------------------|-------------------------------|---------------------|
| Observes safety rules in class and on the playground                    |  |                               | ✓                             |                     |
| Respects materials and environment                                      |  |                               | ✓                             |                     |
| Understands rules, routines, and schedules                              |  |                               | ✓                             |                     |
| Recognizes responsibilities as older student in school community        |  |                               | ✓                             |                     |
| Resolves conflicts appropriately through discussion and problem-solving |  |                               | ✓                             |                     |
| Communicates and interacts appropriately with other students            |  |                               | ✓                             |                     |
| Respects and cooperates with teachers and other adults                  |  |                               | ✓                             |                     |
| Behaves respectfully in the presence of guests                          |  |                               | ✓                             |                     |
| Respects others’ needs and feelings                                     |  |                               | ✓                             |                     |

| <b>Interests and Attitudes</b>   |  | <b>Exceeding Expectations</b> | <b>Developing as Expected</b> | <b>Some Concern</b> |
|--|--|-------------------------------|-------------------------------|---------------------|
| Asks questions and is curious about many topics  |  |                               | ✓                             |                     |
| Tries new experiences, takes risks   |  |                               | ✓                             |                     |
| Takes care of belongings, keeps personal spaces neat, and returns borrowed materials                       |  |                               | ✓                             |                     |
| Demonstrates a positive attitude toward work and school and is motivated and enthusiastic                  |  |                               | ✓                             |                     |
| Explores, extends, clarifies, and reflects on thoughts, ideas, feelings, and experiences                   |  |                               | ✓                             |                     |
| Communicates information and ideas effectively and clearly, and responds personally and critically.        |  |                               | ✓                             |                     |
| Communicates and interacts with sensitivity and respect, considering the situation, audience, and purpose. |  |                               | ✓                             |                     |
| Accepts responsibility for own behavior  |  |                               | ✓                             |                     |
| Demonstrates self-confidence   |  |                               | ✓                             |                     |
| Is a focused and active listener   |  |                               | ✓                             |                     |
| Deals with losing appropriately  |  |                               | ✓                             |                     |
| Accepts constructive criticism and suggestions in a positive manner  |  |                               | ✓                             |                     |

### Additional Qualities

For numerous reasons, it is really important that the student arrives at school on time. When the morning routine has already started, children sometimes feel uncomfortable entering the classroom. In addition, if a child arrives late, he or she misses choice time, an important part of the day when the children have an opportunity to interact with one another and develop critical social skills

### PRINCIPAL'S COMMENTS

Another excellent report for the student! He truly is an exceptionally well-rounded student. Keep up the amazing work!  
Mr. Jeff

|                        |           |    |                         |
|------------------------|-----------|----|-------------------------|
| <b>Arrives on time</b> | <b>ED</b> | 14 | <b>days tardy</b>       |
| <b>Attendance</b>      |           | 4  | <b>full days missed</b> |
|                        |           | 0  | <b>half days missed</b> |