



Demo

# Learning Outcome format Term 1

Year 2019-20

**Tamara Baker**

**Year 4 .1**

Test Teacher

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**ADDRESS**

Demo  
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**Introduction to the report**



**MySchool Junior school**

Introduce school policy or describe the learning objectives for the Grade level.

This can be formatted with rich text.

Enter images if appropriate.

If you are using an achievement scale then enter the grading criteria in a static text box. Enter as many as you need.

**Exceeding (EX)**

The student has exceeded the requirements for this competency

**Meeting criteria (Met)**

The student has met the assessment criteria in relation to this competency

**Not meeting Criteria (NM)**

The student has not met the assessment criteria for this competency.

**Arts&Crafts 4** W. Ball; C. Byers

**Continous assessment**

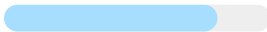
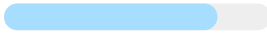
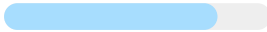
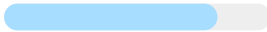
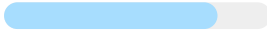
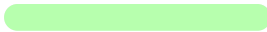
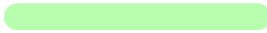
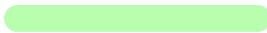
**Arts Education**

Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work  Meeting criteria

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play  Meeting criteria

Explore connections to identity, place, culture, and belonging through creative expression  Meeting criteria

Explore a range of cultures, and the relationships among cultures, societies, and the arts  Meeting criteria

Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate		Meeting criteria
Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations		Meeting criteria
Reflect on creative processes as an individual and as a group, and make connections to other experiences		Meeting criteria
Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art		Meeting criteria
Examine relationships between the arts and the wider world		Meeting criteria
Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences		Meeting criteria
Interpret and communicate ideas using symbols and elements to express meaning through the arts		Exceeding
Express, feelings, ideas, and experiences through the arts		Exceeding
Describe and respond to works of art and explore artists' intent		Exceeding
Experience, document and present creative works in a variety of ways		Exceeding
Demonstrate increasingly sophisticated application and/or engagement of curricular content		Exceeding

**Next steps**


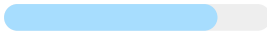
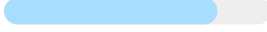
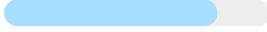

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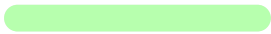
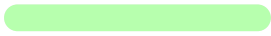
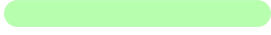
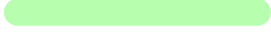
**Maths 4**

**B. Conner**

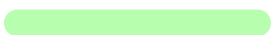
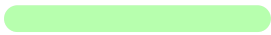
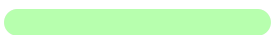
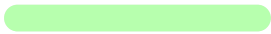
**Assessment criteria**

**Reasoning and analyzing**

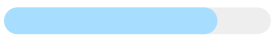
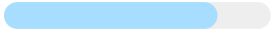
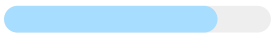
Use reasoning to explore and make connections		Meeting criteria
Estimate reasonably		Meeting criteria
Develop mental math strategies and abilities to make sense of quantities		Meeting criteria
Use technology to explore mathematics		Meeting criteria
Model mathematics in contextualized experiences		Exceeding

Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving		Exceeding
Visualize to explore mathematical concepts		Exceeding
Develop and use multiple strategies to engage in problem solving		Exceeding
Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures		Exceeding

### Communicating and representing

Communicate mathematical thinking in many ways		Exceeding
Use mathematical vocabulary and language to contribute to mathematical discussions		Exceeding
Explain and justify mathematical ideas and decisions		Exceeding
Represent mathematical ideas in concrete, pictorial, and symbolic forms		Exceeding

### Connecting and reflecting

Reflect on mathematical thinking		Meeting criteria
Connect mathematical concepts to each other and to other areas and personal interests		Meeting criteria
Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts		Meeting criteria

### Next steps

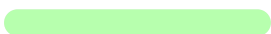
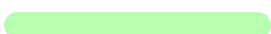
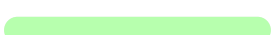
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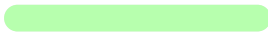
PE 4

U. Fields

### Curricular competencies

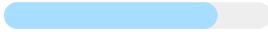
#### Physical literacy

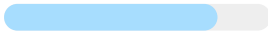
Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments		Exceeding
Develop and apply a variety of movement concepts and strategies in different physical activities		Exceeding
Apply methods of monitoring and adjusting exertion levels in physical activity		Exceeding

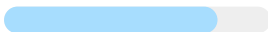
Develop and demonstrate safety, fair play, and leadership in physical activities  Exceeding

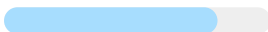
Identify and describe preferred types of physical activity  Exceeding

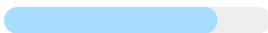
### Healthy and active living


Participate daily in physical activity designed to enhance and maintain health components of fitness  Meeting criteria

Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community  Meeting criteria

Analyze and describe the connections between eating, physical activity, and mental well-being  Meeting criteria

Describe the impacts of personal choices on health and well-being  Meeting criteria

Describe strategies for communicating medical concerns and getting help with health issues  Meeting criteria


Identify, apply, and reflect on strategies used to pursue personal healthy-living goals  Meeting criteria

### Social and community health

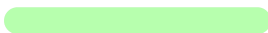
Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations  Meeting criteria

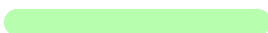
Describe and assess strategies for responding to discrimination, stereotyping, and bullying  Meeting criteria


Describe and apply strategies for developing and maintaining healthy relationships  Exceeding

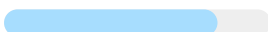
Describe and apply strategies that promote a safe and caring environment  Meeting criteria

### Mental well-being

Describe and assess strategies for promoting mental well-being, for self and others  Exceeding

Describe and assess strategies for managing problems related to mental well-being and substance use, for others  Exceeding

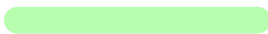
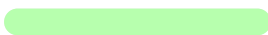
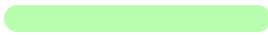
Explore and describe strategies for managing physical, emotional, and social changes during puberty  Meeting criteria

Explore and describe how personal identities adapt and change in different settings and situations  Meeting criteria

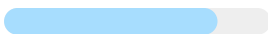
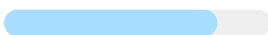
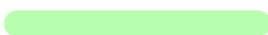
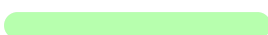

### Next steps

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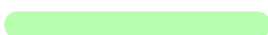
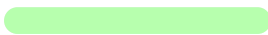
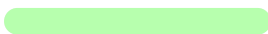

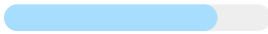
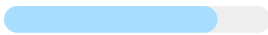
**Science 4**
**Learning standards**
**Questioning and predicting**

Demonstrate a sustained curiosity about a scientific topic or problem of personal interest		Exceeding
Make observations in familiar or unfamiliar contexts		Exceeding
Identify questions to answer or problems to solve through scientific inquiry		Exceeding

**Planning and conducting**

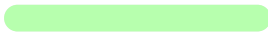
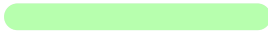
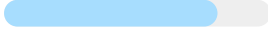
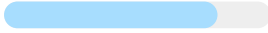
With support, plan appropriate investigations to answer their questions or solve problems they have identified		Meeting criteria
Decide which variable should be changed and measured for a fair test		Meeting criteria
Choose appropriate data to collect to answer their questions		Exceeding
Observe, measure, and record data, using appropriate tools, including digital technologies		Exceeding
Use equipment and materials safely, identifying potential risks		Meeting criteria

**Processing and analyzing data and information**

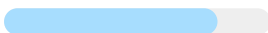
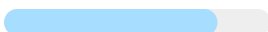

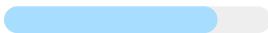
Experience and interpret the local environment		Exceeding
Identify First Peoples perspectives and knowledge as sources of information		Exceeding
Construct and use a variety of methods, including tables, graphs, and digital technologies, as appropriate, to represent patterns or relationships in data		Exceeding
Identify patterns and connections in data		Meeting criteria
Compare data with predictions and develop explanations for results		Meeting criteria
Demonstrate an openness to new ideas and consideration of alternatives		Meeting criteria

**Evaluating**

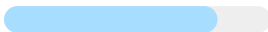
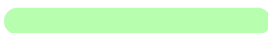
Evaluate whether their investigations were fair tests		Meeting criteria
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Identify possible sources of error		Exceeding
Suggest improvements to their investigation methods		Exceeding
Identify some of the assumptions in secondary sources		Exceeding
Demonstrate an understanding and appreciation of evidence		Meeting criteria
Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations		Meeting criteria

### Applying and innovating

Contribute to care for self, others, and community through personal or collaborative approaches		Meeting criteria
Co-operatively design projects		Meeting criteria
Transfer and apply learning to new situations		Meeting criteria
Generate and introduce new or refined ideas when problem solving		Meeting criteria

### Communicating




Communicate ideas, explanations, and processes in a variety of ways		Meeting criteria
Express and reflect on personal, shared, or others' experiences of place		Exceeding

### Teacher comment

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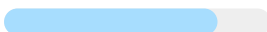

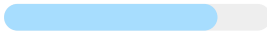

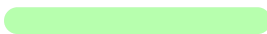
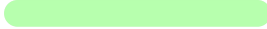
### The learning objectives, standards, competencies

#### Comprehend and connect (reading, listening, viewing)

Access information and ideas from a variety of sources and from prior knowledge to build understanding		Not meeting criteria
Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text		Not meeting criteria
Synthesize ideas from a variety of sources to build understanding		Meeting criteria

Consider different purposes, audiences, and perspectives in exploring texts		Meeting criteria
Apply a variety of thinking skills to gain meaning from texts		Meeting criteria
Identify how differences in context, perspectives, and voice influence meaning in texts		Meeting criteria
Explain the role of language in personal, social, and cultural identity		Meeting criteria
Use personal experience and knowledge to connect to text and develop understanding of self, community, and world		Meeting criteria
Respond to text in personal and creative ways		Meeting criteria
Recognize how literary elements, techniques, and devices enhance meaning in texts		Not meeting criteria
Show an increasing understanding of the role of organization in meaning		Not meeting criteria
Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts		Not meeting criteria
Identify how story in First Peoples cultures connects people to land		Not meeting criteria

### Create and communicate (writing, speaking, representing)

Exchange ideas and perspectives to build shared understanding		Meeting criteria
Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences		Meeting criteria
Use language in creative and playful ways to develop style		Meeting criteria
Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation		Meeting criteria
Develop and apply expanding word knowledge		Not meeting criteria
Use oral storytelling processes		Exceeding
Transform ideas and information to create original texts		Exceeding

### Next steps

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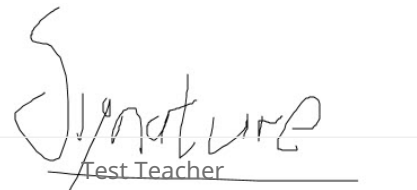


### Summary

Use static text fields to provide insight into the scales, objectives, and next phase of assessment.

### Class teacher

The overview comment in the review screen is used for Class Teacher or Head of school general comments. You can place this comment as an intro or as the footer to the report. Add a signature.jpg to the User profile in the file tab to add the finishing touch



Signature  
Test Teacher