Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

CURRICULAR NEEDS — LEVEL 14 SUBTESTS

Students in your Grade 4 class BT4 who wrote Level 14 subtests showed the greatest need in the following measured Grade 4 BRITISH_COLUMBIA curriculum outcomes.

GREATEST CURRICULAR NEEDS (PART 1 OF 8)

	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 4: N.2c**	**15 Students**
		G 417
		G 415
		G 414
		G 413
		G 412
		G 411
		G 410
		G 409
		G 408
		G 407
		G 406
		G 405

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

GREATEST CURRICULAR NEEDS (PART 2 OF 8)

	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 4: N.2c**	**15 Students**
		G 404
		G 403
		G 402

CURRICULUM CODE DESCRIPTION
N.2c: using concrete and visual models

GREATEST CURRICULAR NEEDS (PART 3 OF 8)

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

TEACHER SUPPORT QUESTIONS
 What fraction of these circles are coloured green? $\frac{\square}{\square}$
What fraction of the circle is coloured green? $\frac{\square}{\square}$

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

GREATEST CURRICULAR NEEDS (PART 4 OF 8)

	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 4: SS.4a**	**15 Students**
		G 417
		G 415
		G 414
		G 413
		G 412
		G 411
		G 410
		G 409
		G 408
		G 407
		G 406
		G 405
		G 404
		G 403

GREATEST CURRICULAR NEEDS (PART 5 OF 8)

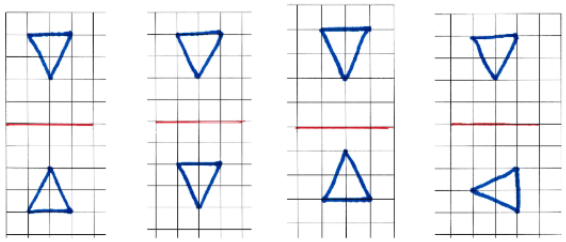
	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 4: SS.4a**	**15 Students**
		G 402

CURRICULUM CODE DESCRIPTION

SS.4a: using concrete materials such as pattern blocks to create designs that have a mirror image within them

TEACHER SUPPORT QUESTIONS

Which of the following correctly shows a reflection of the blue shape in the red line?



Which shape has 2 lines of symmetry?

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

GREATEST CURRICULAR NEEDS (PART 6 OF 8)

	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 4: SS.4c**	**15 Students**
		G 417
		G 415
		G 414
		G 413
		G 412
		G 411
		G 410
		G 409
		G 408
		G 407
		G 406
		G 405
		G 404
		G 403

GREATEST CURRICULAR NEEDS (PART 7 OF 8)

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

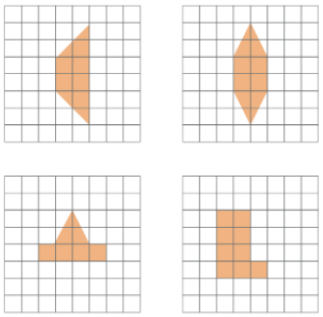
	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 4: SS.4c**	**15 Students**
		G 402

CURRICULUM CODE DESCRIPTION

SS.4c: Visit a structure designed by First Peoples in the local community and have the students examine the symmetry, balance, and patterns within the structure, then replicate simple models of the architecture focusing on the patterns they noted in the original.

TEACHER SUPPORT QUESTIONS

Which shape has exactly 2 lines of symmetry?



	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 4: SS.2b**	**13 Students**
		G 417

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

GREATEST CURRICULAR NEEDS (PART 8 OF 8)

	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING NEED
MATHEMATICS	**Grade 4: SS.2b**	**13 Students**
		G 415
		G 413
		G 412
		G 411
		G 410
		G 409
		G 408
		G 407
		G 406
		G 405
		G 403
		G 402

CURRICULUM CODE DESCRIPTION
SS.2b: investigating polygons (polygons are closed shapes with similar attributes)

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

CURRICULAR STRENGTHS — LEVEL 14 SUBTESTS

Students in your Grade 4 class BT4 who wrote Level 14 subtests showed the greatest strength in the following measured Grade 4 BRITISH_COLUMBIA curriculum outcomes.

GREATEST CURRICULAR STRENGTHS (PART 1 OF 4)

	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING STRENGTH
MATHEMATICS	**Grade 4: SS.1b**	**14 Students**
		G 417
		G 415
		G 414
		G 413
		G 411
		G 410
		G 409
		G 408
		G 407
		G 406
		G 405
		G 404

GREATEST CURRICULAR STRENGTHS (PART 2 OF 4)

	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING STRENGTH
MATHEMATICS	**Grade 4: SS.1b**	**14 Students**
		G 403
		G 402

CURRICULUM CODE DESCRIPTION
SS.1b: understanding the concept of a.m. and p.m.

TEACHER SUPPORT QUESTIONS
Which of the following do most grade 4 students regularly do at 11 PM? o Learn at school. o Eat their lunch. o Sleep at home. o Go home from school.

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

GREATEST CURRICULAR STRENGTHS (PART 3 OF 4)

	CURRICULUM CODE BRITISH_COLUMBIA	STUDENTS SHOWING STRENGTH
MATHEMATICS	**Grade 4: PA.2a**	**11 Students**
		G 417
		G 415
		G 414
		G 412
		G 411
		G 410
		G 408
		G 406
		G 405
		G 404
		G 403

CURRICULUM CODE DESCRIPTION
PA.2a: representing and explaining one-step equations with an unknown number

GREATEST CURRICULAR STRENGTHS (PART 4 OF 4)

Class Curricular Needs and Strengths

DISTRICT
CTC BC Private D1

PROVINCE
BRITISH_COLUMBIA

SCHOOL
BC Sample School 002

CLASS **BT4**

TEACHER
BC S002 Teacher T01

YEAR **2026 (MAR)**

GRADE **4**

LEVEL **14**

TEACHER SUPPORT QUESTIONS
Fatima had 36 pencil crayons. Fatima gave some pencils to her friend Kofi. Fatima now has 22 pencils left. How many pencils Kofi receive from Fatima? Which equation can be used to represent the problem? o 36 + 22 = □ o 22 – □ = 36 o 36 – □ = 22 o □ – 22 = 36