| Student Name: |  | Grade: |  | Div.: |  | Teacher: |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |
| H:\MY Documents\Reporting Templates\circles-k-primary.jpg |
| *Children learn with their whole bodies, their minds, and their hearts* |
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| **C O R E C O M P E T E N C I E S** |
| **Communication** | **My Self-Reflection/Evidence** |
| * Connects and engages with others
* Acquire, interpret and present information
* Explains, recount and reflects on experiences
* Collaborates with others to plan, carry out and review constructions and activities
 |  |
| **Thinking** | **My Self-Reflection/Evidence** |
| * Is curious and interested in learning
* Generates questions
* Demonstrates flexibility and creativity
* Thinks beyond the obvious, innovates
* Uses knowledge and creativity to generate ideas and solve problems
 |  |
| **Personal and Social** | **My Self-Reflection/Evidence** |
| * Identifies strengths and areas for growth
* Contributes to the learning community
* Identifies and manages emotions
* Solves problems in peaceful ways
* Positive cultural identity and values differences in others
* Perseveres
* Sets goals and works towards achieving them
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| **This assessment describes the student’s learning progress based on teacher’s professional judgment according to widely held expectations for this time of the year and this age group** |
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| **Curricular Competencies – French Language Arts** |
|  | **Not Yet Within Expectations** | **Meets Expectations (minimal level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Comprehend and Connect (reading, listening, viewing)** | * Reads at grade level
 |  |  |  |  |
| * Engages actively as a listener, a viewer and a reader to make meaning
 |  |  |  |  |
| * Uses a variety of sources and strategies to make meaning
 |  |  |  |  |
| **Create and Communicate (writing, speaking, representing)** | * Communicates ideas in writing using grade appropriate conventions of spelling, grammar and punctuation
 |  |  |  |  |
| * Plans and creates a variety of communication forms for different purposes and audiences
 |  |  |  |  |
| * Communicates orally in spontaneous, rehearsed or structured situations
 |  |  |  |  |
|  |
| **Curricular Competencies - Mathematics** |
|  | **Not Yet Within Expectations** | **Meets Expectations (minimal level)** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Reasoning and Analyzing** | * Uses reasoning to explore and make connections
* Uses mental math strategies
* Makes reasonable estimates
 |  |  |  |  |
| **Understanding and Solving** | * Uses a variety of strategies to solve math challenges
* Demonstrates and applies mathematical understanding through play, inquiry, and problem solving
 |  |  |  |  |
| **Communicating and Representing** | * Expresses mathematical thinking, (including oral, written, concrete, pictorial, symbolic and technological representations)
 |  |  |  |  |
| **Connecting and Reflecting** | * Connects and applies concepts across a variety of learning activities and in real-life situations
* Reflects on mathematical thinking
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| **Areas to celebrate and areas to strengthen** |
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| **Collaborative Goals** |
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|  |
| **English Language Learner** |  |  | **Individualized Education Plan** |  |
|  |
| **Attendance data** |
|  |
|  |  |  |
| **Student’s Signature** |  | **Parent’s Signature** |
|  |  |  |
| **Teacher’s Signature** |  | **Principal’s Signature** |