| Student Name: |  | | | | | Grade: | |  | Div.: | | |  | Teacher: | | |  | | |
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| *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 | | | | |  | | | |  | | | |  | |  | |
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| **Curricular Competencies – English 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 | | | | |  | | | |  | | | |  | |  | |
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| **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** | | | |  |
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| **Attendance data** | | | | | | | | | | | | | | | | | | |
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| **Student’s Signature** | | | | |  | | | | |  | | | | | | | | |
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| **Teacher’s Signature** | | | | |  | | | | | **Principal’s Signature** | | | | | | | | |
| **NOTE: Due to COVID-19, a parent signature will not be required for the 2020-21 school year** | | | | | | | | | | | | | | | | | | |