

Student Name: _____ Grade: K Div.: _____ Teacher: _____

Communication	Thinking	Personal and Social
<ul style="list-style-type: none"> • Connects and engages with others • Acquires, interprets and presents information • Explains, recounts and reflects on experiences • Collaborates with others to plan, carry out and review constructions and activities 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Identifies strengths and areas for growth • Contributes to the learning community • Identifies and manages emotions • Solves problems in peaceful ways • Demonstrates positive cultural identity and values differences in others • Perseveres • Sets goals and works towards achieving them

Self-Reflection (Student generated examples)

(Complete with the student)



I am kind to others

I was kind to my friend when we were playing outside.
I was being nice to him.
We were playing tag and I was using gentle hands.

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This assessment describes the student's learning progress based on teacher's professional judgement according to widely held expectations for this time of the year and this age group. Discussion regarding each curricular area will occur during the two formal student inclusive conferences.

Curricular Competencies and Content				
	EMERGING Initial understanding of the concepts and competencies in relation to the expected learning.	DEVELOPING Partial understanding of the concepts and competencies in relation to the expected learning.	PROFICIENT Complete understanding of the concepts and competencies in relation to the expected learning.	EXTENDING Sophisticated understanding of the concepts and competencies in relation to the expected learning.
<u>Subject Areas</u>	EMG	DEV	PRF	EXT
Language Arts		x		
Mathematics		x		
Science			x	
Social Studies			x	
Physical and Health Education			x	
Arts Education			x	
Career Education			x	
ADST (Applied Design, Skills, and Technologies)	Not applicable this term			

Areas of strength and areas requiring further development / support

Areas of strength:

- kind, thoughtful classmate
- interested in learning about the world around them
- tries their best
- can print their name without using a nametag
- uses listening skills and follows 2-step directions
- identifies 10 uppercase letters and 10 lowercase letters
- knows 5 letter sounds
- can identify, create and extend a AB pattern, needs support to make different patterns

Next Steps:

- learn more letter sounds
- stretch out words to listen for the beginning letter sound
- strengthen fine motor skills of printing and cutting

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Collaborative goals and next steps
<p>I can stretch out words and write down the sounds I hear</p> <ul style="list-style-type: none">• begin adding beginning sounds when writing words• continue to learn letter sounds• continue developing letter recognition

English Language Learner

Individualized Education Plan

Attendance data
<p>_____</p>

Student's Signature

Parent or Guardian Signature for in person conferences

Teacher's Signature

Principal's signature