

Student Name: _____ Grade: _____ 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)



I can make friends (thoughts from my team)

X can recognize 5 classmates in their social stories book.
When asking to share a toy, they can use a PEC to ask for the toy.
They are able to share their play space with 1 or 2 other classmates.

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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				
*Based on goals and adaptations as per IEP				
<u>Subject Areas</u>	EMG	DEV	PRF	EXT
Language Arts	As per X's IEP, they are able to select books that they are interested in. Able to use PEC (Picture Exchange Communication) symbols to indicate their wants and needs.			
Mathematics	As per X's IEP, they can sort by colour and size.			
Science			X*	
Social Studies			X*	
Physical and Health Education			X*	
Arts Education			X*	
Career Education			X*	
ADST (Applied Design, Skills, and Technologies)			X*	

Areas of strength and areas requiring further development / support
<p>Adaptations and Learning Progress:</p> <ul style="list-style-type: none"> • With support can use PECs to communicate wants and needs • Has adapted to a work-break schedule • EA support for all subject areas • With adult support and supervision, X is able to initiate play with peers <p>Areas of strength:</p> <ul style="list-style-type: none"> • kind, thoughtful classmate • interested in learning about the world around them • tries their best • can print the first letter of their name • can sort items by colour and size <p>Next Steps:</p> <ul style="list-style-type: none"> • Recognize their name on the sign-in board • print all letters of their name • ask for a break when needed using PECs

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Collaborative goals and next steps

I can ask for a break when I need it

- EA will support X by asking "what do you need?" Student will choose from 3 options of PECs
- Continue to develop awareness of their emotions by using the Zones of Regulation poster

English Language Learner

Individualized Education Plan

Attendance data

[Empty dashed box for attendance data]

Student's Signature

Parent or Guardian Signature for in person conferences

Teacher's Signature

Principal's signature