

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

CORE COMPETENCIES	
<p>Communication</p> <ul style="list-style-type: none"> • Contributes to lessons, activities and discussions • Effectively communicates, collaborates, and shares ideas • Engages respectfully in dialogue with others • Communicates in a variety of ways and settings • Gives, receives, and acts on feedback 	<p style="text-align: center;">My Self-Reflection/Evidence</p>
<p>Thinking</p> <ul style="list-style-type: none"> • Demonstrates a sense of curiosity and interest • Demonstrates flexibility and creativity • Thinks beyond the obvious, innovates • Uses knowledge and creativity to generate ideas and solves problems • Finds, analyzes and evaluates information, ideas and solutions • Makes reasoned judgments and decisions to develop personal point of view 	<p style="text-align: center;">My Self-Reflection/Evidence</p>
<p>Personal and Social</p> <ul style="list-style-type: none"> • Demonstrates respect of self and others • Is a collaborative team member • Is a positive role model and demonstrates leadership • Makes healthy, safe and wise choices • Demonstrates positive cultural identity and understands differences • Perseveres • Sets goals and works towards achieving them 	<p style="text-align: center;">My Self-Reflection/Evidence</p>

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

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 XXX's IEP				
Subject Areas	EMG	DEV	PRF	EXT
Language Arts		X*		
Mathematics			X*	
Science			X*	
Social Studies		X*		
Physical and Health Education			X	
Arts Education			X	
French as a Second Language (Gr 5-7)			X*	
Career Education	Will be assessed during second and third term			
ADST (Applied Design, Skills, and Technologies)			X*	

Areas of strength and areas requiring further development / support
<p>*Could be completed during the conference conversations or prior to the conference with student input</p> <p>Strengths:</p> <ul style="list-style-type: none"> Has demonstrated a good understanding of place value concepts to 1000. Is able to recall multiplication facts for 1,2,5,10, and 11. Is able to write a complete paragraph with the use of a graphic organizer Enjoys contributing to classroom discussion and often has interesting facts to share <p>Areas to develop:</p> <ul style="list-style-type: none"> Use learning tools that are available to you – calculator, graphic organizer, speech to text/text to speech Ask for breaks when I feel they are needed <p>Things that went well: (Optional Additional or Discussed at the Conference)</p> <ul style="list-style-type: none"> Leader in the school and often volunteers to help out in the office My writing is getting better and I am writing more Really enjoyed playing dodgeball in PE

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

Supports and Adaptations:

Adaptations:

- Use of iPad for written assignments – speech to text
- Adapted assignments and workload
- All materials are read aloud and discussed as a class
- Use of a calculator for math assignments and assessments

Collaborative goals and next steps

XXX would like their goal to be to improve their writing by having a beginning, middle, and end to stories.

Ways to support:

- Teacher can provide graphic organizers to help with writing
- Allow time to brainstorm with peers and adults prior to writing

English Language Learner

Individualized Education Plan

Attendance data

Student's Signature

Parent or Guardian Signature for in person conferences

Teacher's Signature

Principal's Signature