



Communicating Student Learning – Secondary Progress Report

<Name>

<Grade>



School Message

St. Elias Community School recognizes that we live, work, and learn on the Traditional Territory of the Champagne and Aishihik First Nations.

Academic Progress

This progress report is a snapshot summary of your child's progress, according to grade level expectations, for this time in the school year in relation to the **learning standards (curricular competencies + content)** of the Yukon curriculum. Your child's level of learning has been assessed through a variety of learning opportunities to determine what they know, understand, and are able to do. This report represents one aspect of the ongoing process of communicating your child's learning.

➔			
Emerging - EM	Developing - D	Proficient - P	Extending - EX
Your child demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	Your child demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	Your child demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	Your child demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Incomplete I - There is insufficient evidence available to determine a proficiency level on a learning standard(s). Please see written comments for further explanation.

Behaviours for Success (not included in grade)

C - Consistently – Your child consistently demonstrates Behaviours for Success.

S - Sometimes - Your child sometimes demonstrates Behaviours for Success.

R - Rarely - Your child rarely demonstrates Behaviours for Success.

Student Self-Assessment of Core Competencies - Communication, Thinking, Personal/Social

The core competencies are a set of skills and abilities that are the foundation of our new curriculum. These skills are embedded in every area of learning and developed over a student's entire education. Teachers help guide and support the development of the core competencies; they do not report on this aspect of the curriculum. Students take ownership of their learning by reflecting on and assessing their growth in the core competencies.

Your child's most recent self-assessment of core competencies is attached.

Principal's Signature: