|  |  |
| --- | --- |
| **Student:**   | **Teacher:**  |
| **Absences from class:**  **Times Late:**  |
| **Individual Education Plan:**  | **Student Behavior Plan:**  | **Other Support:** |
| **\* Teachers could delete the row above when n/a** |
| **Academic Achievement of Curricular Competencies -** subject specific skills, processes, behaviours, and habits of mind that students develop over time. | **IEA** | **NYM** | **AE** | **ME** | **EE** |
| **Boxes to include a curricular competency heading and either a personal comment OR a description under each heading – see two samples, one with comments, one with descriptions****<insert Curricular Competency Heading>** <insert personalized comments about student’s proficiency with this competency OR description of what meeting the competency means; be consistent in the remaining boxes> |  |  |  |  |  |
| **<insert>**<insert>  |  |  |  |  |  |
| **<insert>**<insert> |  |  |  |  |  |
| **<insert>**<insert> |  |  |  |  |  |
| **<insert>** <insert> |  |  |  |  |  |
| **<insert>**<insert> |  |  |  |  |  |
| **Academic Achievement of Content subject specific knowledge that students gain over time, connected to the Big Ideas of the curriculum.** |
| **Big Idea: <insert>** | **IEA** | **NYM** | **AE** | **ME** | **EE** |
| <insert content standard> |  |  |  |  |  |
| <insert>  |  |  |  |  |  |
| <insert>  |  |  |  |  |  |
| <insert>  |  |  |  |  |  |
| **Big Idea: <insert>** | **IEA** | **NYM** | **AE** | **ME** | **EE** |
| <insert>  |  |  |  |  |  |
| <insert>  |  |  |  |  |  |
| <insert>  |  |  |  |  |  |
| <insert>  |  |  |  |  |  |
| **Comments on Academic Achievement**  |
| **Student Strengths:**  <insert> .**Areas for Further Development/Ways to Support Learning:** <insert> |
|  |
| **Interim Grade:** <insert proficiency level> |
| **Predicted Final Percentage Grade:** <insert % |
| **Approaches to Learning: Student Learning Behaviours and Social Skills (not included in grade)** |
| **R - Rarely S – Sometimes C - Consistently**  |
|  | **R** | **S** | **C** |
| Academic Responsibility: Seeks help, completes assignments, sets goals, self-assesses, accepts feedback, take ownership for their learning |  |  |  |
| Engagement Active in learning, contributes to the classroom, works with others |  |  |  |
| Conduct: Respectful, focused |  |  |  |
| Preparation: Prepared for class, ready to learn |  |  |  |
| Attendance: Attends class regularly and punctually |  |  |  |
| Responsibility: Takes responsibility for own behaviour, fulfills commitments |  |  |  |
| **Comments on Approaches to Learning** |
| **Student Strengths:**<insert>**Areas for Further Development/Ways to Support Learning:**<insert> |
|  |
| **Teacher Signature:** | **Principal Signature:** |

|  |  |
| --- | --- |
| **APPROACHES TO LEARNING: STUDENT LEARNING BEHAVIOURS AND SOCIAL SKILLS****(for use during student-led conferences)** |  |
| **NAME: COURSE: TEACHER:** |
| **CRITERIA** | **CONSISTENTLY …** | **SOMETIMES …** | **NOT AT THIS TIME …** |
| **ACADEMIC RESPONSIBILITY** | *Seeking help* | * Seeks extra help when needed.
 | * Seeks extra help when needed.
 | * Does not seek extra help when needed.
 |
| *Completing assignments* | * Completes assignments on time to the best of their ability.
 | * Completes assignments on time to the best of their ability.
 | * Incomplete assignments and inconsistent effort are affecting academic

progress. |
| *Goals and self-assessing* | * Sets goals and self-assesses using criteria.
 | * Needs reminders to set goals and self- assess using criteria.
 | * Needs reminders to set goals and assess own work; may not be goal- setting or self-assessing.
 |
| *Accepting feedback* | * Accepts feedback and makes corrections.
 | * Tries to use feedback to improve work; not sure how to respond.
 | * Rarely uses feedback to improve work.
 |
| *Ownership* | * Hands in work featuring their own thoughts and ideas and giving others

credit for theirs. | * Hands in work featuring their own thoughts and ideas and giving others credit for theirs.
 | * Does not always hand in work featuring their own thoughts and ideas.
 |
| **ENGAGEMENT** | *Contributions* | * Contributes ideas and thoughts.
 | * Contributes ideas, but only when required or prompted to by the teacher.
 | * Unwilling and unprepared to contribute ideas.
 |
| *Helpfulness* | * Helpful to other students and in creating a positive and supportive learning community.
 | * Helps others be positive but may slip up
 | * Rarely­ interacts with peers during group/class activities; may be negative towards others.
 |
| **CONDUCT** | *Respect* | * Respects the rights and opinions of others; always listens when others are speaking.
 | * Respects the rights and opinions of others; usually listens when others are speaking.
 | * Does not respect the rights and opinions of others. Frequently disruptive or does not listen to others.
 |
| *Focus* | * Focused on task at hand.
 | * Focused on task but may need reminders.
 | * Off task; needs frequent reminders to focus.
 |
| **PREPARATION** | * Comes to class with all materials and prepared to learn.
 | * Comes to class without materials and unprepared to learn.
 | * Frequently comes to class without materials and unprepared to learn.
 |
| **ATTENDANCE** | * Present (excluding rare excused absences). Communicates with teacher and completes missed work.
 | * Misses class.
 | * Frequently misses class without permission; academic achievement has been

affected. Total absences =  |
| P**UNCTUALITY** | * On time and ready to learn at the bell.
 | * Late for class.
 | * Frequently late; punctuality is affecting academic progress. Total lates =
 |