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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **<insert course name> Interim Report 2018-2019 <insert date>**  <insert school>  <insert address> • <insert phone>  **Principal: <insert> Vice-Principal: <insert>** | | | | | | | | | | | | | | | |
| **Acknowledging, recognizing, and respecting that we teach and learn within the Traditional Territory of the <insert> First Nation.** | | | | | | | | | | | | | | | |
| **Student:** | | | **Teacher:** | | | | | | | | | | | | |
| **Attendance Data for <insert dates>:** **Days Absent:**  **Times Late:** | | | | | | | | | | | | | | | |
| **Support: Teachers could delete these two rows when n/a** | | | | | | | | | | | | | | | |
| **Individual Education Plan:** | | **Student Behavior Plan:** | | | **Other:** | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Academic Achievement**  <insert link to curriculum on gov.bc.ca site> | | | | | | | | | | | | | | | |
| This interim report is a snapshot summary of student achievement, 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. The student’s level of learning has been assessed through a variety of learning opportunities to determine what the student knows, understands, and is able to do. This report represents one aspect of the ongoing, timely, and responsive process of communicating student learning with parents. Teachers, students, and parents are encouraged to meet regularly to discuss student strengths, areas for further development, and ways to support learning.  **EE - Exceeding Expectations -** Student demonstrates a sophisticated understanding of the content and competencies relevant to the learning standard  **ME - Meeting Expectations -**  Student demonstrates a complete understanding of the content and competencies relevant to the learning standard  **AE - Approaching Expectations -**  Student demonstrates a partial understanding of the content and competencies relevant to the learning standard  **NYM - Not Yet Meeting Expectations -**  Student demonstrates an initial understanding of the content and competencies relevant to the learning standard  **IEA – Insufficient Evidence Available -** Not enough evidence available to determine a grade at this time. | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Curricular Competencies** | **Curricular Competencies** are subject specific skills, processes, behaviours, and habits of mind that students develop over time. | | | | | **IEA** | **NYM** | | **AE** | | | **ME** | | | **EE** |
| **<Insert Curricular Competency>**  <insert comments about student proficiency with this competency> | | | | |  |  | |  | | |  | | |  |
| **<Insert Curricular Competency>**  <insert comments about student proficiency with this competency> | | | | |  |  | |  | | |  | | |  |
| **<Insert Curricular Competency>**  <insert comments about student proficiency with this competency> | | | | |  |  | |  | | |  | | |  |
| **<Insert Curricular Competency>**  <insert comments about student proficiency with this competency> | | | | |  |  | |  | | |  | | |  |
| **<Insert Curricular Competency>**  <insert comments about student proficiency with this competency> | | | | |  |  | |  | | |  | | |  |
| **<Insert Curricular Competency>**  <insert comments about student proficiency with this competency> | | | | |  |  | |  | | |  | | |  |
| **Content** | **Content is subject specific knowledge that students gain over time, connected to the Big Ideas of the curriculum.** | | | | | | | | | | | | | | |
| **<insert big idea>** | | | | | **IEA** | **NYM** | **AE** | | **ME** | | | **EE** | | |
| <insert content standards> | | | | |  |  |  | |  | | |  | | |
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|  | | | | |  |  |  | |  | | |  | | |
| **<insert big idea>** | | | | | **IEA** | **NYM** | **AE** | | **ME** | | | **EE** | | |
| <insert content standards> | | | | |  |  |  | |  | | |  | | |
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| **Comments on Achievement of Learning Standards (curricular competencies + content)** | | | | | | | | | | | | | | | |
| **Student Strengths:**  **Areas for Further Development:**  **Ways to Support Learning:** | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Approaches to Learning: Student Learning Behaviours and Social Skills (not included in grade)** | | | | | | | | | | | | | | | |
| **N - Not at this time S – Sometimes C - Consistently** | | | | | | | | | | | | | | | |
|  | | | | | | | | | **N** | | **S** | | | **C** | |
| Academic Responsibility (seeking help, completing assignments, goal-setting, self-assessment, accepting feedback, ownership) | | | | | | | | |  | |  | | | √ | |
| Engagement (contributions, helpfulness) | | | | | | | | |  | |  | | | √ | |
| Conduct (respect, focus) | | | | | | | | |  | |  | | | √ | |
| Preparation | | | | | | | | |  | |  | | | √ | |
| Attendance | | | | | | | | |  | |  | | | √ | |
| Responsibility | | | | | | | | |  | |  | | | √ | |
| **Comments on Approaches to Learning** | | | | | | | | | | | | | | | |
| **Student Strengths:**  **Areas for Further Development:**  **Ways to Support Learning:** | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Student Self-Assessment of Core Competencies** | | | | | | | | | | | | | | | |
| 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.  **<insert student name>’s most recent self-assessment of core competencies (Communication, Thinking, Personal/Social) is ……** | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| **Teacher Signature:** | | | | **Principal Signature:** | | | | | | | | | | | |

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| **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 = | |