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| <insert school><insert address> <insert phone>**Principal: <insert> Vice-Principal: <insert>****Interim Report 2018-2019 <insert date>**  |
| **Acknowledging, recognizing, and respecting that we teach and learn within the Traditional Territory of the <insert> First Nation.** |
| **Student:**  |
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| **Academic Achievement** |
| 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.**Performance Scale:****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. |
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| **Approaches to Learning: Student Learning Behaviours and Social Skills** **(not included in grade)** |
| **Frequency Scale:****C - Consistently** **S – Sometimes** **N - Not at this time**  |
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| **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 <insert location>.** |