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| **Student:** | | | | | | | | **Teacher:** | | | | | | | | | | | | | | |
| **Absences:**  **Times Late:** | | | | | | | | | | | | | | | | | | | | | | |
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| **English Language Arts (ELA)** |  | | | **Individual Education Plan** | | | | |  | | | | **Student Learning Plan** | | | | | | | | | |
| **Academic Achievement of Curricular Competencies -** subject specific skills, processes, behaviours, and habits of mind that students develop over time. | | | | | | | | | | | | | | | | **IEA** | **NYM** | | **AE** | | **ME** | **EE** |
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| **Academic Achievement of Content -** subject specific knowledge that students gain over time, connected to the Big Ideas of the curriculum. | | | | | | | | | | | | | | | | **IEA** | **NYM** | | **AE** | | **ME** | **EE** |
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| **Comments for English Language Arts** | | | | | | | | | | | | | | | | | | | | | | |
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| **Mathematics** | |  | | **Individual Education Plan** | | | | | |  | | | **Student Learning Plan** | | | | | | | | | |
| **Curricular Competencies** | | | | | | | | | | | | | | | | **IEA** | **NYM** | | **AE** | | **ME** | **EE** |
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| **Comments for Mathematics** | | | | | | | | | | | | | | | | | | | | | | |
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| **Science** | | |  | **Individual Education Plan** | | | | | | |  | | **Student Learning Plan** | | | | | | | | | |
| **Curricular Competencies** | | | | | | | | | | | | | | | | **IEA** | **NYM** | | **AE** | | **ME** | **EE** |
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| **Comments for Science** | | | | | | | | | | | | | | | | | | | | | | |
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| **Social Studies** | | |  | **Individual Education Plan** | | | | | | |  | | | | **Student Learning Plan** | | | | | | | |
| **Curricular Competencies** | | | | | | | | | | | | | | | | **IEA** | **NYM** | | **AE** | | **ME** | **EE** |
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| **Comments for Social Studies** | | | | | | | | | | | | | | | | | | | | | | |
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| **Applied Design, Skills, and Technologies (ADST)** | | | |  | | **Individual Education Plan** | | | | |  | | **Student Learning Plan** | | | | | | | | | |
| **Curricular Competencies** | | | | | | | | | | | | | | | | **IEA** | **NYM** | | **AE** | | **ME** | **EE** |
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| **Comments for Applied Design, Skills, and Technologies** | | | | | | | | | | | | | | | | | | | | | | |
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| **Arts Education** | | | |  | | **Individual Education Plan** | | | | |  | | **Student Learning Plan** | | | | | | | | | |
| **Curricular Competencies** | | | | | | | | | | | | | | | | **IEA** | **NYM** | | **AE** | | **ME** | **EE** |
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| **Comments for Arts Education** | | | | | | | | | | | | | | | | | | | | | | |
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| **Career Education** | | | |  | | **Individual Education Plan** | | | | |  | | | | **Student Learning Plan** | | | | | | | |
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| **Comments for Career Education** | | | | | | | | | | | | | | | | | | | | | | |
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| **French** | | | |  | | **Individual Education Plan** | | | | |  | | **Student Learning Plan** | | | | | | | | | |
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| **Comments for French** | | | | | | | | | | | | | | | | | | | | | | |
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| **<insert YFN> Language** | | | |  | **Individual Education Plan** | | | | | |  | | | | **Student Learning Plan** | | | | | | | |
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| **Comments for <insert YFN> Language** | | | | | | | | | | | | | | | | | | | | | | |
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| **Physical and Health Education** | | | |  | **Individual Education Plan** | | | | | | |  | | **Student Learning Plan** | | | | | | | | | |
| **Curricular Competencies** | | | | | | | | | | | | | | | | **IEA** | **NYM** | | **AE** | | **ME** | **EE** |
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| **Comments for Physical and Health Education** | | | | | | | | | | | | | | | | | | | | | | |
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| **<insert other>** | | | |  | | **Individual Education Plan** | | | | |  | | **Student Learning Plan** | | | | | | | | | |
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| **Comments for <insert other>** | | | | | | | | | | | | | | | | | | | | | | |
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| **Student Self-Assessment of the 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 is <insert location>.**  **This box could be deleted if not part of a school’s interim report, or be part of the cover sheet.** | | | | | | | | | | | | | | | | | | | | | | |
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| **Approaches to Learning: Student Learning Behaviours and Social Skills (not included in grades)** | | | | | | | | | | | | | | | | | | | | | | |
| **C - Consistently**  **S - Sometimes**  **R – Rarely** | | | | | | | | | | | | | | | | | | | | | | |
| **Work Habits** | | | | | | | | | | | | | | | | | | **R** | | **S** | | **C** |
| Attends to tasks | | | | | | | | | | | | | | | | | |  | |  | |  |
| Perseveres when met with challenges | | | | | | | | | | | | | | | | | |  | |  | |  |
| Manages time | | | | | | | | | | | | | | | | | |  | |  | |  |
| Works independently | | | | | | | | | | | | | | | | | |  | |  | |  |
| Completes tasks | | | | | | | | | | | | | | | | | |  | |  | |  |
| Demonstrates organization | | | | | | | | | | | | | | | | | |  | |  | |  |
| **Active Participation in Learning** | | | | | | | | | | | | | | | | | | **R** | | **S** | | **C** |
| Demonstrates effective listening | | | | | | | | | | | | | | | | | |  | |  | |  |
| Participates in class discussions | | | | | | | | | | | | | | | | | |  | |  | |  |
| Participates in activities | | | | | | | | | | | | | | | | | |  | |  | |  |
| Follows classroom routines | | | | | | | | | | | | | | | | | |  | |  | |  |
| Works cooperatively with others | | | | | | | | | | | | | | | | | |  | |  | |  |
| **Citizenship** | | | | | | | | | | | | | | | | | | **R** | | **S** | | **C** |
| Treats adults with respect | | | | | | | | | | | | | | | | | |  | |  | |  |
| Treats other students with respect | | | | | | | | | | | | | | | | | |  | |  | |  |
| Treats property with respect | | | | | | | | | | | | | | | | | |  | |  | |  |
| Solves problems appropriately | | | | | | | | | | | | | | | | | |  | |  | |  |
| **Teacher’s Comments on Student’s Approaches to Learning**  **(Student’s strengths, Areas for further development, Ways to support learning)** | | | | | | | | | | | | | | | | | | | | | | |
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| **Teacher Signature:** | | | | | | | **Principal Signature:** | | | | | | | | | | | | | | | |