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| **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 Name:** | | | | | | | | | | | | | | | | | | | | | | | |
| **Grade:** | | | | | | | | **Teacher:** | | | | | | | | | | | | | | | |
| **Attendance Data** **for <insert dates>:** Days Absent: <insert> Times Late: <insert> | | | | | | | | | | | | | | | | | | | | | | | |
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| **Academic Achievement of Territorial Expectations**  This interim report is a summary of student achievement, according to grade level expectations, for this time in the school year in relation to the learning standards 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. **Teacher comments on academic achievement include: Student’s 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. | | | | | | | | | | | | | | | | | | | | | | | |
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| **English Language Arts (ELA)** | |  | | | **Individual Education Plan** | | | | |  | | | | **Student Learning Plan** | | | | | | | | | |
| **Curricular Competencies** | | | | | | | | | | | | | | | | | **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** | | | | | | | | | |
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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** | | | | | | | | | | | | | | | | | | | | | | | |
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| **Approaches to Learning: Student Learning Behaviours and Social Skills (not included in grade)** | | | | | | | | | | | | | | | | | | | | | | | |
| **C - Consistently**  **S - Sometimes**  **N – Not at this time** | | | | | | | | | | | | | | | | | | | | | | | |
| **Work Habits** | | | | | | | | | | | | | | | | | | | **N** | | **S** | | **C** |
| Attends to tasks | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Perseveres when met with challenges | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Manages time | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Works independently | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Completes tasks | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Demonstrates organization | | | | | | | | | | | | | | | | | | |  | |  | |  |
| **Active Participation in Learning** | | | | | | | | | | | | | | | | | | | **N** | | **S** | | **C** |
| Demonstrates effective listening | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Participates in class discussions | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Participates in activities | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Follows classroom routines | | | | | | | | | | | | | | | | | | |  | |  | |  |
| Works cooperatively with others | | | | | | | | | | | | | | | | | | |  | |  | |  |
| **Citizenship** | | | | | | | | | | | | | | | | | | | **N** | | **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:** | | | | | | | | | | | | | | |