**Interim Report**

**<Insert Date>**

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| <insert school>  <insert address> • <insert phone>  **Principal: <insert>**  **Vice-Principal: <insert** | **Student Name:**  **Grade:**  **Attendance Data** **for <insert dates>:**  Days Absent: <insert> Times Late: <insert> |
| **Acknowledging, recognizing, and respecting that we teach and learn within the traditional territory of the <insert> First Nation.** | |

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| **Academic Achievement:** 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. | | | | | | | | |
| **EE - Exceeding Expectations -** The student is extending knowledge, skills, strategies and processes creatively and strategically.  **ME - Meeting Expectations -** The student is applying knowledge, skills, strategies and processes consistently.  **AE - Approaching Expectations -** The student is developing the ability to apply knowledge, skills, strategies and processes**.**  **NY - Not Yet Meeting Expectations -** The student is beginning to acquire knowledge, skills, strategies and processes.  **IEA – Insufficient Evidence Available -** Not enough evidence available to determine a grade at this time. | | | | | | | | |
| **Approaches to Learning: Student Learning Behaviours and Social Skills (not included in grade)** | | | | | | | | |
| **N - Not at this time S – Sometimes C - Consistently** | | | | | | | | |
|  |  | | | | | | | |
| **<insert course> - Achievement**  <insert link to curriculum on gov.bc.ca site> | | **IEA** | **NY** | **AE** | | **ME** | **EE** | **Student’s strengths, Areas for further development, Next Steps** |
| **Content** |  |  |  |  | |  |  |  |
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| Curricular Competencies |  |  |  |  | |  |  |  |
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| **<insert course> – Approaches to Learning**  **(not included in grade)** | | **N** | **S** | **C** | | **Student’s strengths, Areas for Further Development, Next Steps** | | |
| Work Habits | |  |  |  | |  | | |
| Active Participation in Learning | |  |  |  | |
| Citizenship | |  |  |  | |
| **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 …… | | | | | | | | |
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| **Teacher Signature** | | | | | **Principal Signature** | | | |
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