



Progress Report

Grades 1-3

20 ____ - 20 ____

Educational Responsibility

Parents, school staff and students share responsibility in education. The purpose of this report card is to keep you informed of the progress your child is making in school as he or she learns. Please discuss any concerns with your child's teacher or the in-school administrator.

Student: _____

Teacher: _____ **Grade:** _____

<i>Attendance</i>	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
Days Possible												
Present												
Late												

Certificate of Placement

*For the 20 ____ - 20 ____ school year, _____
will be placed in Grade _____.*

Teacher

Principal

Date

Mark/Effort	Explanation
VG = Very Good / 85-100%	Your child always exceeds outcomes and demonstrates excellence in the knowledge and skills expected at this grade level; is exceeding expectations.
G = Good / 70-84%	Your child is consistently achieving outcomes and skillfully demonstrates the knowledge and skills at this grade level; is meeting expectations.
S = Satisfactory / 60-69%	Your child is usually achieving outcomes and demonstrates a basic understanding of the knowledge and skills at this grade level; is beginning to meet expectations.
NI = Needs Improving / 50-59% U = Unsatisfactory / below 50%	Your child has difficulty achieving outcomes and demonstrates a weak understanding of knowledge and skills at this grade level; is not yet meeting expectations.
N/A	Not applicable: no basis for evaluation at this time.

	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
<u>English Language</u> <u>Arts</u> <i>Unit ></i> <input type="checkbox"/> Regular <input type="checkbox"/> Modified				
<i>Guided Reading Level ></i>				
Reading Comprehension				
Listening <i>- with attention & understanding</i>				
Viewing <i>- with attention & understanding</i>				
Speaking <i>Expresses ideas clearly</i> <i>(Oral Language)</i>				
Representing <i>Expressing ideas clearly</i>				
Writing: Process & Product <i>Expresses ideas clearly</i>				
Spelling				

<u>Mathematics</u> <input type="checkbox"/> Regular <input type="checkbox"/> Modified <i>Unit ></i> Number, Patterns & Relations Shape & Space, Statistics & Probability gr.2-5							
NLSD#113 Unit Tests:	1.	2.	3.	4.	5.	6.	7.
Post Intervention Unit Tests:	1.	2.	3.	4.	5.	6.	7.

		Term 1	Term 2	Term 3	Term 4
<u>Social Studies</u> Strands: Identity, Heritage, Interdependence, Decision-Making	Unit >				
<u>Health</u> Strands: Healthy Bodies, Self Esteem, Safety, Social Relationships,	Unit >				
<u>Science</u> (4-5 core units per grade level)	Unit >				
<u>Arts Education</u> Skills, participation, & response to art	Visual Art				
	Dance				
	Drama				
	Music				
<u>Physical Education</u> Games Rhythmics Gymnastics, Ind. & Dual Activities Alt. Environment	Participation & Fair Play				
	Skills Development				
<u>Languages/Culture</u> Denesuline __ Unit > Cree __ Michif __					
Listening/ Reading/ Viewing Comprehension response					
Speaking/ Writing/ Representing To communicate					
Cultural Projects: participation & skills					
<u>Computer Literacy</u> Unit >					
<u>Locally – determined Option</u> (if applicable) Unit >					
Course Title:					

Student: _____

Grade: _____

Personal and Social Growth

VG – Very Good, S- Satisfactory, NI – Needs Improvement, U- Unsatisfactory

(Observations in school and on playground)

	VG	S	NI	U	Term			
					1	2	3	4
Interest & Active Participation	Consistently and willingly takes part in activities	Usually takes part in activities	Sometimes takes part in activities	Does not take part in activities				
Cooperation	Works cooperatively with everyone	Cooperates with most partners and groups	Sometimes works well with partners or in groups	Does not work well with others (either takes over or does not contribute)				
Persistence & Effort	Consistently tries hard, completes work and uses time wisely	Usually tries hard to do work well and use time wisely	Needs help to keep trying/ sometimes does not finish work	Needs help to keep trying/ often does not finish work				
Accepts Responsibility	Consistently accepts responsibility for own actions and behaviour	Usually accepts responsibility for own actions and behaviour	Sometimes accepts responsibility for own actions and behaviour	Blames others when having problems.				
Organizational Skills	Consistently keeps belongings and schoolwork neat and well organized	Usually keeps belongings and schoolwork well organized	Sometimes organizes belongings and schoolwork	Has difficulty keeping belongings and schoolwork organized				
Independence in Learning	Consistently focuses on learning and helps others to work well.	Usually uses learning time well and tries to ignore distractions	Sometimes keeps working but is easily distracted	Wastes time, bothers others and constantly needs to be reminded to do schoolwork				
Respect for Rights, Feelings & Property of Others	Cares about others and thinks about their feelings, is respectful, and is able to disagree politely and constructively	Often thinks about others, is usually respectful and can disagree without being angry	Sometimes thinks about others, tries to be respectful, but doesn't like others to disagree with them	Is disrespectful and does not seem to care about rights, feelings & property of others				
Following Rules & Procedures	Consistently follows rules and tries to contribute ideas to help solve problems	Usually follows rules and procedures	Follows some rules and procedures if being watched	Has much difficulty following rules and procedures				
Homework	Consistently completes homework	Usually completes homework	Sometimes completes homework	Does not complete homework				

Comments:

Teacher's Comments: Strengths / Needs / Next Steps

Term 1

Parent's Signature: _____ Teacher: _____

Term 2

Parent's Signature: _____ Teacher: _____

Term 3

Parent's Signature: _____ Teacher: _____

Term 4

Parent's Signature: _____ Teacher: _____

In School Administrator's Signature

1.	2.	3.	4.
----	----	----	----