

WRITTEN PROGRESS REPORT

January (Mid-Year)



January xx, 2016

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| YOUR ELEMENTARY SCHOOL ADDRESS, CITY, POSTAL PHONE NUMBER Principal: Joe Principal Teacher(s): Susie Que | Student Name: JOHN SMITH <i>Student Demographic Information</i> <i>Student Attendance</i> |
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This report is a summary of student's progress, according to widely held grade level expectations, in relation to the learning standards of the BC 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.

Descriptive Written Comments

STUDENT'S STRENGTHS:

(Comments may also include student attitudes, work habits, effort & social responsibility that are impacting student learning)

AREAS for IMPROVEMENT:

(Comments may also include student attitudes, work habits, effort & social responsibility that are impacting student learning)

This text is viewable by the teacher prior to entry of text... it is not printable.

WAYS to SUPPORT LEARNING:

(Comments may also include student attitudes, work habits, effort & social responsibility that are impacting student learning)

For further information, please refer to previous Ongoing Communications of Student Learning.

Student Competency Scale



New Wording

LEVELS OF COMPETENCY

(in relation to grade level standards and/or individualized plan)

| | | Beginning to acquire knowledge, skills, strategies and processes. | Developing the ability to apply knowledge, skills, strategies and processes. | Applying knowledge, skills, strategies and processes consistently. | Extending knowledge, skills, strategies and processes creatively and strategically. |
|--|---|--|--|--|--|
| ENGLISH LANGUAGE ARTS | Comprehend and connect READING, LISTENING, and VIEWING | <input type="checkbox"/> IEP <input type="checkbox"/> SSP <input type="checkbox"/> AIP | | | |
| | Create and communicate WRITING, SPEAKING, and REPRESENTING | | <input type="checkbox"/> IEP <input type="checkbox"/> SSP <input type="checkbox"/> AIP | | |
| MATHEMATICS | | | | <input type="checkbox"/> IEP <input type="checkbox"/> SSP <input type="checkbox"/> AIP | |
| SCIENCE | | | | <input type="checkbox"/> IEP <input type="checkbox"/> SSP <input type="checkbox"/> AIP | |
| SOCIAL STUDIES | | | | | |
| ARTS EDUCATION | | | | | |
| PHYSICAL AND HEALTH EDUCATION | | | | | |
| CAREER EDUCATION | | | | | |
| APPLIED DESIGN, SKILLS & TECHNOLOGY | | | | | |
| CORE FRENCH (Grades 5-8) | | | | | |
| SUPPORT | | | | | |
| <input type="checkbox"/> Adaptations have been provided. See attached IEP/SSP/AIP progress report. <input type="checkbox"/> Additional report attached. | | | | | |

Only 7 slider positions available:
1, 1.5, 2, 2.5, 3, 3.5, 4

Sliding Bars

3 radial options

3 radial options are viewable but not printable. When teacher selects one of the options, the sliding bar will be filled with "Refer to IEP" when printed.

Check Box

New Wording

Teacher Signature: _____

Principal Signature: _____

