

PROGRESS REPORT

Name:
Student #:
Grade:
Date of Birth:

Address:

Date:

Principal:

Vice-Principal:

Phone:

Email:

The primary purpose of this Progress Report is to communicate student achievement and learning as framed by the Saskatchewan curriculum. Teachers gather evidence of student progress through continuous assessment from many sources over time. This report communicates student performance in terms of what a student should know (concepts) and be able to do (skills and strategies) based on curriculum goals and outcomes, and the behavioural expectations to the point in the year when reporting occurs. A copy of the final term report will be kept in the student's cumulative folder.

This is your report to keep for future reference. Please sign the parent response (if applicable) and return it to the school.

Student Self-Assessment

Insert included

Learning Behaviour Profile

LEARNING BEHAVIOUR	4	3	2	1	ME/NT
as described by curriculum expectations	Consistently demonstrates the characteristics	Usually demonstrates the characteristics	Sometimes demonstrates the characteristics	Rarely demonstrates the characteristics	ME – Missing Evidence NT – Not reported at this time
Engaged Citizen	The student demonstrates confidence, courage and commitment in their contributions to the community.				
Lifelong Learner	The student is curious, observant and reflective as they imagine, explore and construct knowledge.				
Sense of Self	The student possesses a positive sense of who they are and appreciates the diverse beliefs, languages and practices of others.				
Work Habits	The student organizes materials and their time so that they are effective, independent and dependable learners.				

LEARNING BEHAVIOURS	Reporting Period	T1	T2	T3	
Engaged Citizen					
Lifelong Learner					
Sense of Self					
Work Habits					

Areas of Strength — Areas for Improvement — Next Steps

Academic Profile

Program Supports

Inclusion and Intervention Plan

☆Student is working on Outcomes outside grade-level expectations in this area.

Insert Included

ACADEMIC ACHIEVEMENT	4	3	2	1	ME/NT
as described by curriculum expectations	MASTERY Demonstrates a deep knowledge and understanding	MEETING Demonstrates a complete knowledge and understanding	APPROACHING Demonstrates a basic knowledge and understanding	BEGINNING Demonstrates a partial knowledge and understanding	ME – Missing Evidence NT – Not reported at this time

ENGLISH LANGUAGE ARTS	Teacher:	Reporting Period	T1	T2	T3	
Comprehend and Respond - Read, listen to, view, comprehend and respond to a variety of grade-appropriate texts.						
Comprehension – Understand and make sense of grade-appropriate materials.						
Use of Strategies – Use a range of language skills and strategies.						
Cues and Conventions – Use the cues and conventions of language to make meaning.						
Compose and Create - Create and present a variety of ideas and information in spoken, graphical and written form.						
Message – Express ideas or feelings on a subject or theme.						
Use of Strategies – Select and use appropriate strategies to communicate meaning.						
Cues and Conventions – Use the cues and conventions of language to communicate meaning.						
Assess and Reflect Develop goals for growth based on self-assessment and feedback provided by others. Provide feedback to others.						
Areas of Strength – Areas for Improvement – Next Steps						

SCIENCE	Teacher:	Reporting Period	T1	T2	T3	
Life Science						
Physical Science						
Physical Science						
Earth and Space Science						
Areas of Strength - Areas for Improvement – Next Steps						

MATHEMATICS	Teacher:	Reporting Period	T1	T2	T3	
Number	Understand numbers, number systems and their related operations.					
Patterns and Relations	Demonstrate understanding of number rules.					
Shape and Space	Represent and describe objects and their relationship in space.					
Statistics and Probability	Collect, analyze and represent data. Understand the probable outcomes of various events.					
Math Processes						
Mathematical Reasoning	Analyze, make generalizations from patterns and discuss mathematical ideas.					
Communication	Read, represent, view, write about, listen to and discuss mathematical ideas.					
Connections/Visualize	Connect ideas. Create mental representations. Describe relationships.					
Problem Solving	Actively look for a variety of strategies. Use learnings in new ways and contexts.					
Areas of Strength — Areas for Improvement — Next Steps						

SOCIAL STUDIES	Teacher:	Reporting Period	T1	T2	T3	
Curricular Focus Area:						
Interactions and Interdependence	Describe the diversity of individuals, communities, cultures and nations.					
Dynamic Relationships	Understand the relationships between people, environment and ideas.					
Power and Authority	Analyze the ways individuals and governments make decisions.					
Resources and Wealth	Examine different world views.					
Areas of Strength — Areas for Improvement — Next Steps						

HEALTH EDUCATION	Teacher:	Reporting Period	T1	T2	T3	
Understanding Skills and Confidences	Explore and analyze healthy behaviours.					
Decision-Making and Action Planning	Make informed health decisions and develop action plans.					
Areas of Strength — Areas for Improvement — Next Steps						

PHYSICAL EDUCATION	Teacher:	Reporting Period	T1	T2	T3	
Active Living	Plan and participate in fitness-related activities.					
Skillful Movement	Explore, express and apply skillful movements.					
Relationships	Demonstrate safe, cooperative and respectful interactions.					
Areas of Strength - Areas for Improvement - Next Steps						

ARTS EDUCATION	Teacher:	Reporting Period	T1	T2	T3	
Dance						
Drama						
Visual Art						
Music						
Band						
Areas of Strength — Areas for Improvement — Next Steps						

See insert for additional subjects

Principal's Message

Attendance

Signature (Teacher)

Signature (Administrator)