

Date:

Student: Sam	OEN:	Days Absent:	Total Days Absent:
Grade: 3	Teacher:	Times Late:	Total Times Late:
Board:	School:		
Address:	Address:		
	Principal:	Telephone:	



**The Simcoe Path: Your Future...Our Priority** sets out the Simcoe County District School Board's priorities to support students in achieving their highest potential.

The multi-year plan includes the following goals, with related directions and action plans:

**Relevant, purposeful learning supporting high achievement, well-being and learning for life**

**Inclusive, equitable and safe learning and working environments**

**Responsible stewardship of resources**

**Confidence in public education**

Please visit [www.scdsb.on.ca](http://www.scdsb.on.ca) for more information about The Simcoe Path, our schools and programs.

## Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

### Responsibility

S

- Fulfills responsibilities and commitments within the learning environment.
- Completes and submits class work, homework, and assignments according to agreed-upon timelines.
- Takes responsibility for and manages own behaviour.

### Organization

S

- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

### Independent Work

S

- Independently monitors, assesses, and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

### Collaboration

G

- Accepts various roles and an equitable share of work in a group.
- Responds positively to the ideas, opinions, values, and traditions of others.
- Builds healthy peer-to-peer relationships in person and through personal and media-assisted interactions.
- Works with others to resolve conflicts and build consensus to achieve group goals.
- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.

### Initiative

G

- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacity for innovation and a willingness to take risks.
- Demonstrates curiosity and interest in learning.
- Approaches new tasks with a positive attitude.
- Recognizes and advocates appropriately for the rights of self and others.

### Self-Regulation

S

- Sets own individual goals and monitors progress towards achieving them.
- Seeks clarification or assistance when needed.
- Assesses and reflects critically on own strengths, needs, and interests.
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- Perseveres and makes an effort when responding to challenges.

### Strengths/Next Steps for Improvement

When collaborating with classmates, Sam participates in discussions. He listens to the ideas of others and accepts his role within the group as observed when working to agree on the author's main message in reading and in science when conducting the spaghetti experiment.

Sam shows initiative by demonstrating curiosity and interest in learning and is not afraid to voice his ideas.

During independent work time, Sam uses a great deal of time to locate the necessary materials to begin his work and needs instructions repeated before getting started. Sam is encouraged to take the time to place his work, paper and books in their proper place, at school and at home, to maximize the amount of time he has to complete his work.

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.		IEP – Individual Education Plan NA – No instruction for subject/strand		
Subjects	Progressing With Difficulty	Progressing Well	Progressing Very Well	Strengths/Next Steps for Improvement
<b>Language</b> Reading, Writing, Oral Communication, Media Literacy <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA	X			<p>In language, Sam listens and responds appropriately during activities as seen when he adds his thoughts about the clues provided by the author to increase suspense in the book. He includes some important details when summarizing what has been read-aloud. Sam is encouraged to provide similar detail in his written responses as he does when speaking. Recording his ideas as he speaks (e.g. jot notes, voice recording) will help to capture his rich ideas. Sam chooses a variety of materials when reading for enjoyment. He is encouraged to choose material that is at his reading level but challenges him to think deeply both at home and at school.</p> <p>In mathematics, Sam is able to choose the right tools and materials to show and compare whole numbers as observed during problem-solving tasks with a small group. Sam accurately describes number patterns in words but has difficulty extending a pattern to find missing values. He is encouraged to practice using a T-table or chart for number patterns to help figure out missing numbers.</p> <p>In social studies and drama, Sam creates believable characters for the time-period during role-plays. More detail is needed in his written dialogues and comparison charts to show his understanding of the material.</p>
<b>French</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> NA <input checked="" type="checkbox"/> Core <input type="checkbox"/> Immersion <input type="checkbox"/> Extended		X		
<b>Native Language</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input checked="" type="checkbox"/> NA				
<b>Mathematics</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		X		
<b>Science and Technology</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		X		
<b>Social Studies</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French	X			
<b>Health and Physical Education</b> <b>Health Education</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <b>Physical Education</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French		X		
<b>The Arts</b> <b>Dance</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA <b>Drama</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA <b>Music</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA <b>Visual Arts</b> <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input checked="" type="checkbox"/> NA			X	
<input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> NA				

**To Parents/Guardians and Students:** This copy of the progress report card should be retained for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five years after the student leaves school.

Teacher's Signature

X

Principal's Signature

X

**Student's Comments**

My goal for improvement is:

**Parent's/Guardian's Comments**

I will help my child to: