ÉCOLE LEILA NORTH COMMUNITY SCHOOL  
*“Building an Inclusive Community ♦ Bâtissons une Communauté Inclusive”*

Address · City · Province · PostalCode

Phone: 555-5555 · Fax: 555-5556

http://www.school.edu

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| Principal / Directeur: | Mr. Principal |
| Vice-Principal / Directeur adjoint: | Mr. VicePrincipal |

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| **Name:** |  | **Grade Level:** | **8** |
| **Homeroom Teacher:** | **M. MacFarlane** | **Room:** | **3** |

Growth Statement

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| **ASSESSMENT RUBRIC *(see front page for further explanation*** | | | |
| **little** evidence of criteria  1-2 | **some** evidence of criteria  3 | **meets** criteria  4 | **exceeds** criteria  5-6 |

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|  | **Understanding** | **Skills** | **Application to Tasks** | **Quality of Work** |
| **little** evidence of criteria | Student has not demonstrated basic understanding of topics covered | Student has demonstrated skills below minimum requirements | Student has not demonstrated successful completion of tasks | Student has not met the minimum criteria for assignments |
| Student has demonstrated understanding in some areas of topics covered | Student has developed some skills | Student often requires assistance completing tasks | Student demonstrates work which contains many errors |
| **some** evidence of criteria | Student has demonstrated general understanding of topics covered | Student has developed basic skills | Student completes most assignments independently | Student meets minimum criteria, with some errors, for assignments |
| **meets** criteria | Student has demonstrated general understanding of topics covered | Student has developed skills with some depth | Student completes assignments independently | Student work demonstrates attention to detail, organization and presentation |
| **exceeds** criteria | Student demonstrates a full understanding of topics covered | Student demonstrates mastery of skills | Student completes assignments fully and independently | Student consistently meets all criteria for quality and mastery of assignments |
| Student demonstrates a full understanding of topics covered | Student demonstrates leadership with skills | Student applied skills and understanding to other areas of study | Student surpasses established criteria for completion of assignments |

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| 🕮 LANGUAGE ARTS Topics: INS, Writing, Short Story | | | | |
| Areas Assessed: | **Student** | **Teacher** | Student Comment | Teacher Response |
| Reading / Writing |  |  |
| Speaking / Listening |  |  |
| Viewing / Representing |  |  |
| 🌎 SOCIAL STUDIES Topics: Intro to Civilization | | | | |
| Comprehension |  |  |  |  |
| Application |  |  |
| 🌡 SCIENCE Topics: Cells & Body Systems | | | | |
| Comprehension |  |  |  |  |
| Application |  |  |
| 🗠 MATHEMATICS Topics: Fractions, Math Scrapbook | | | | |
| Comprehension |  |  |  |  |
| Application |  |  |
| 🗣 FRENCH Topics: ma journée, l’autobiographie | | | | |
| Listening / Speaking |  |  |  |  |
| Reading / Writing |  |  |

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|  | **Areas Assessed** | **Student / Teacher Response** | | | |
|  | Inconsistently | Only Sometimes | Quite Often | Nearly Always |
| 🎖Student Engagement | Participates in lessons |  |  |  |  |
| Accepts responsibility for assignments |  |  |  |  |
| Demonstrates an interest in learning |  |  |  |  |
| Engages in self-assessment |  |  |  |  |
| Aware of learning goals |  |  |  |  |
|  | | | | |
| 👪Health Education | Demonstrates responsibility, respect and safety for self and others |  |  |  |  |
| Demonstrates positive personal and social attitudes and growth |  |  |  |  |
| Demonstrates healthy lifestyle practices |  |  |  |  |
|  | | | | |
| 🖪Information & Communication Technology (ICT) | Demonstrates critical thinking with ICT to plan and gather information |  |  |  |  |
| Demonstrates creative thinking with ICT to produce and communicate information |  |  |  |  |
| Demonstrates responsibility and ethics with ICT |  |  |  |  |
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| http://www.edu.gov.mb.ca/ks4/iru/images/bisonl.gifManitoba Education, Citizenship and Youth: Provincial Report on Student Performance *(Completed by Teacher)* | | | | | | | | |
| **EXPOSITORY WRITING** | Not Meeting | Appro-aching | Meeting |  | **READING COMPREHENSION** | Not Meeting | Appro-aching | Meeting | |
| generates, selects, and organizes ideas to support understanding |  |  |  |  | understands key ideas and messages in a variety of texts |  |  |  | |
| chooses language (word order and sentence patterns) to make an impact on the reader |  |  |  |  | interprets a variety of texts |  |  |  | |
| uses writing conventions and resources to edit and proofread to make meaning clear |  |  |  |  | responds critically to a variety of texts |  |  |  | |

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| NEW AND ONGOING GOALS | |
| **Goal** *(This is what I want to do)* | **Action Plan** *(This is how I will do it)* |
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