# TORONTO DISTRICT SCHOOL BOARD

## 2014 SUMMER SCHOOL PROGRESS REPORT

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|---|---|
| **Summer School Name:** | **Class:** GR3 |
| **Student Name:** | **OEN:** |
| **IEP:** **IPRC:** **Exceptionality:** | |
| **Student No:** **Grade In June:** 03 **Days Absent:** 0 **Times Late:** 0 | |

| Summer Numeracy Learning Program | Entry Level | Exit Level |
|---|---|---|
| **Numeracy** | Level 2 | Level 3 |
| Problem-Solving: Apply problem-solving strategies as they solve problems and conduct investigations, to help deepen their mathematical understanding | | |
| Communicating: Communicate mathematical thinking orally, visually, and in writing, using everyday language, mathematical vocabulary, and a variety of representations | | |
| Representing: Create basic representations of simple mathematical ideas (e.g., using concrete materials; pictures; numbers; diagrams; invented symbols; variables), make connections among them, and apply them to solve problems | | |

| Achievement Levels and Expectations | |
|---|---|
| **Above Expectation (Level 4)** | The student has demonstarted the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. |
| **Meeting Expectation (Level 3)** | The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. |
| **Approaching Expectation (Level 2)** | The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. |
| **Below Expectation (Level 1)** | The student has demonstarted the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. |
| **Exempt (EX)** | The student has been exempted due to extenuating circumstances beyond the student's control, such as protracted illness, special educational needs, or very limited English language skills, which prevent the student from participating in the assessment. |
| **Not Applicable (NA)** | The assessment is not applicable to the student (i.e. the student is not in the program/subject for which the specific assessment has been designed). |

| Learning Skills and Work Habits: Exit Level Only (N - Needs Improvement; S - Satisfactory; G - Good; E - Excellent) | | | | | |
|---|---|---|---|---|---|
| **Responsibility** | S | **Organization** | S | **Independent Work** | E |
| **Collaboration** | G | **Initiative** | N | **Self Regulation** | S |

| Learning Skills and Work Habits | |
|---|---|
| **Responsibility** | - Fulfils responsibilities and commitments within the learning environment;<br>- Completes and submits class work, homework, and assignments according to agreed-upon timelines;<br>- Takes responsibility for and manages own behaviour. |
| **Organization** | - Devises and follows a plan and process for completing work and tasks;<br>- Establishes priorities and manages time to complete tasks and achieve goals;<br>- Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. |
| **Independent Work** | - Independently monitors, assesses, and revises plans to complete tasks and meet goals;<br>- Uses class time appropriately to complete tasks;<br>- Follows instructions with minimal supervision. |
| **Collaboration** | - Accepts various roles and an equitable share of work in a group;<br>- Responds positively to the ideas, opinions, values, and traditions of others;<br>- Builds healthy peer-to-peer relationships through personal and media-assisted interactions;<br>- Works with others to resolve conflicts and build consensus to achieve group goals;<br>- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. |
| **Initiative** | - Looks for and acts on new ideas and opportunities for learning;<br>- Demonstrates the capacity for innovation and a willingness to take risks;<br>- Demonstrates curiousity and interest in learning;<br>- Approaches new tasks with a positive attitude;<br>- Recognizes and advocates appropriately for the rights of self and others. |
| **Self Regulation** | - Sets own individual goals and monitors progress towards achieving them;<br>- Seeks clarification or assistance when needed;<br>- Assesses and relects critically on own strengths, needs, and interests;<br>- Identifies learning opportunities, choices, strategies to meet personal needs and achieve goals;<br>- Perserveres and makes an effort when responding to challenges. |

## Stengths/Next Steps

**Teacher Comments:** test

Teacher's Name: _____     Signature: _____     Date: _____

Site Lead's Name: _____     Signature: _____     Date: _____