

Summer School Name:		Class: GR1	
Student Name:		OEN:	
IEP:	IPRC:	Exceptionality:	
Student No.:	Grade In June: 01	Days Absent: 0	Times Late: 0

Summer Literacy Learning Program	Entry Level	Exit Level
Literacy - Reading	Level 2	Level 4
Demonstrate an understanding of the information and ideas in a variety of texts by summarizing important ideas and citing important details		
Make inferences about texts using stated and implied ideas from the texts as evidence		
Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them		
Literacy - Writing	Level 2	Level 3
Generate ideas about a potential topic using a variety of strategies and resources (e.g., brainstorm, formulate and ask questions to identify personal experiences, prior knowledge and information needs)		
Sort and classify ideas and information for their writing in a variety of ways (e.g., by underlining key words and phrases; by using graphic and print organizers such as mind maps, concept maps, timelines, jot notes, bulleted lists)		
Identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view		

Achievement Levels and Expectations	
Above Expectation (Level 4)	The student has demonstrated 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 demonstrated 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	N	Organization	G	Independent Work	E
Collaboration	S	Initiative	E	Self Regulation	G

Learning Skills and Work Habits	
Responsibility	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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, strategies to meet personal needs and achieve goals; - Perseveres and makes an effort when responding to challenges.

Stengths/Next Steps

Teacher Comments: Teacher would insert his/her comments here.

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

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