

In accordance with Manitoba Education and Training policy, the purpose of this assessment is to inform parents/guardians of their child's level of achievement compared to provincial criteria in Student Engagement.

This report is based on your child's behaviour and participation as observed by teachers over the first several months of the school year as part of the normal teaching and learning process. Documents relating to this assessment are available online at: <www.edu.gov.mb.ca/k12/assess/myreporting.html>.

Competency	Levels of Performance			
	Emerging (only sometimes)	Developing (quite often)	Established (nearly always)	Inconsistent
Student is engaged in his or her learning				
Understanding where he or she fits within the francophone linguistic and cultural realities of the community and elsewhere (sharing personal appreciation of a book or popular song, discussing the presence of French in the community and the cultural diversity within the francophone community, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing certain values and demonstrating certain behaviours in his or her community that show how the student feels about his or her French identity (being assertive by taking risks in front of peers, sharing personal achievements in French, participating in a project to increase awareness of the francophone media, services and cultural products, respecting places and articles of historic importance, contributing to the community, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrating an interest in his/her learning (discussing work with peers or teacher, pursuing learning goals, showing an interest in independent research or learning, "going beyond" the assignment/extending his/her learning, working with enthusiasm, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in self-assessment (comparing work to assignment criteria or an exemplar to see if it can be improved; proofreading, revising, comparing current work with past work, using a portfolio process for this purpose, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OR

Student Name: _____

Competency	Levels of Performance				
Student is engaged in his or her learning	Emerging (only sometimes)	Developing (quite often)	Established (nearly always)	OR	Inconsistent
Being aware of learning goals of a unit of study and/or personal learning goals (participating in discussions/activities, identifying goals, using self-reports/journal entries/portfolios, student-led conference[s], student-teacher conversations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Participating in lessons (listening, questioning, sharing with peers, engaging with activities related to the lesson, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Accepting responsibility for assignments (handing in assignments on time, completing work in class when assigned, meeting assignment criteria, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Comments (optional) Teacher Signature: _____	Student Reflections and Goals (optional)				

Principal Signature: _____

School Name: _____