OJI-CREE
ᐊᓂᐣ ᑫᑐᑕᒪᐣ ᒋᐯᐃᐧᒋᑕᐧᔭᐣ ႃᐣ ᑲᐅᓂᑭᐦᐃᑯᒪᐃᐧᔭᐣ?
Pᑭᑫᐣᑕᐣ ᐭᐣ, ᑲᐅᓂᑭᐦᐃᑯᒪᐃᐧᔭᐣ ᓇᐣᑕ ᑲᑲᓇᐁᐧᓂᒪᐊᐧᓱᔭᐣ, ᒪᐊᐧᐨ ᐭᐣ ᐃᒪᑖᐣᑲᓀᐣᑕᑯDisplayStyle ᐄᐶᐧᐨ ᑭᓂᑲᓀᐣᑕᑯDisplayStyle ᐃᒪ
ᑭᓂᒐᓂDisplayStyle ᒣᑲᐧᐨ ᑲᐱᒥᑭᑭᓄᐦᐊᒪᐊᐧᑲᓄᐨ ᐁᑲᐧ ᑕᐢ ᐊᐊᐧᔑᔕᐠ ᒪᐊᐧᐨ ᑲᐧᔭᐠ ᐅᓂᑭᐦᐃᑯᒪᐣ
ᒧᐊᐧᐨ ᐅᓂᑭᐦᐃᑯᒪᐣ ᐁᐃᐧᒋᑲᐸᐃᐧᑕᑯᐊᐧᐨ

ᓂᑭᑫᐣᑕᒥᐣ ᐁᓇᐣᑕᐁᐧᐣᑕᒪᐣ ᒋᑭᒋᓂᐦᑕᑲᐧᐠ ᒥᓇ ᑲᐧᔭᐠ ᓂᓯᑎᑕᒪᐣ
ᐊᓂᐣ ᑲᐃᔑᐃᐧᑐᐨ ᑭᓂᒐᓂDisplayStyle ᐅᑭᑭᓄᐦᐊᒪᑯᐃᐧᓂᐠ. ᓂᑭᑫᐣᑕᒥᐣ ᐁᓇᐣᑕᐁᐧᓂᒪᐨ ᑭᓂᒐᓂDisplayStyle ᒪᑭᑭᓄᐦᐊᒪᑯᐨ ᒋᐱᐃᐧᐣᑕᒪᐃᐧᐠ ᑲᐃᔑᐃᐧᑐᐨ ᑭᓂᒐᓂDisplayStyle ᑲᑭᑭᓄᐦᐊᒪᐊᐧᑲᓄᐨ

ᐅᐁᐧ ᑕᐢ
ᐊᓇᑯᓂᑫᐃᐧᓀDisplayStyle ᐃᓇᑌ - ᐅᑫᐧᓂᐊᐧᐠ ᑲᐅᐢᑭᓇᑯᒋᑲ곙ᑭᐣ ᑎᐸᒋᒥᑯᐃᐧ ᒪᓯᓇᐦᐊ - ᑕᑭᐃᓯᓭ
ᐅᐁᐧ ᑲᐃᔑ ᓇᐣᑕᐁᐧᐣᑕᒪᐣ.

ᐊᓂᐣ ᐁᐃᔑᒪᔭᑭᓭᑭᐣ ᐅᐁᐧ ᐅᐣᒋ ᐃᑫᐧᓂᐊᐧᐠ ᑲᐊᑲᔐᔑᐊᐧᐨ ᐅᑎᐢᑯᓂᐠ?
ᐊᓂᒪᒋ̇DisplayStyleᑯᓄᐃᐧᐣ, ᑭᑭᓄᐦᐊᒪᑲᓇᐠ ᐯᔑ口コミ ᒥᓇ ᐁᐃᓇᓂᐤ ᑲᐊᑯᐢᑲᐊᐧᐨ
ᐅᑲᐱᑭᐁᐧᐃᐧᑐᓇᐊᐧ ᒋᒌᐢᑭᓇᑲᐧᐠ ᐅᒪᓯᓇᐦᐅᑯᐃᐧᓂᐊᐧ ᒥᓇ ᓂᔑᐣ ᑲᑭᐊᐣᒋᐱᐦᐃᑲᑖᑭᐣ
ᐅᐣ сделаᐃᑲᔪ ᑎᐸᒋᒥᑯᐃᐧ ᒪᓯᓇᐦᐃᑲᓇᐣ, ᐯᔑᐠ ᐱᐳᐣتكونᐠ ᐁᑲᐧ ᑕسائرومة ᑯᑕรวดامة ᐊᓂᐣᐣᓂᔯᑯᐣᐃᐧᐊᐧᐨ
ᑲᐅvertisement

• ᐅᐣᒋ ᔑᐣᑭᐢᓇᑫᒪᑲᐣ ᐃᐧᐸᐨ ᒋᐅᐣᒋ ᐃᐧᑐᑕᑲᐊᐧᑲᓄᐨ ᑭᓂᒐᓂDisplayStyle ᒥᓇ ᐃᑫᐧᓂᐊᐧᐠᑲᑭᑭᓄᐦᐊᒪᑯᐨ
• ᐃᐧᐣᒋᑫᒪᑲᐣ ᐊᓂᐣ ᐁᐊᐱᒋᐢᑲᐨ ᐅᑭᑭᓄᐦᐊᒪᑯᐃᐧᓂᐠ ᒥᓇ ᐅᑲᐱᑭᐃᐧᓂᐠ ᐊᒥᐦᐃᒪᑲᐅᐣᒋᓭᐠ ᒋᒥᓄᓭᐊᐧᐨ ᓂᑲᐣ
• ᐱᒥᑎᐸᒋᑎᑲᑐᐣ ᑰᑭᑭ ᑲᑭᑲᐣᒋᐱᐦᐃᑲᑖᑭᐣ ᐅᒪᓯᓇᐦᐅᑯᐃᐧᓂᐊᐧ ᒥᑐᓂ ᒋᐯᑌᑕᑲᐧᓂᐠ ᐛᒥᓇ ᑲᐧᔭᐠ ᒋᐃᓇᑕᑲᐧᓂговор.

ᐅᐣᑐᐣᑭᐣ ᐊᐣᒋᓭᑭᐣ ᐃᒪ ChildIndex - 1

ᐊᓇᑭᐣᑭᐣ ᐅᑎᐸᒋᒥᑯᐃᐧᓂᐊᐧ ᐃᒪ ᑲᐃᔑ ᑭᑭᓄᐦᐊᒪᐊᐧᑲᓄᐊᐧᐨ
ᒣᑲᐧᐨ 2010-11 ᐱᒋᒥᑯᐃᐧᐣ, ᑭᑭᓄᐦᐊᒪᐊᐧᑲᓄᐊᐧᐨ
3

Date:

Student: OEN

Days Absent: Total Days Absent:

Grade: Teacher: Times Late: Total Times Late:

Board: School:

Address: Address:

Principal: Telephone:

[Space for Board Information]

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

Learning Skills and Work Habits

Responsibility

- Fulfils 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

- Designs 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

- 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

- 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

- 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

- 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

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

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

Learning Skills and Work Habits

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<td>IEP</td>
<td>NA</td>
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</table>

**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**

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**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

(Space Designated for Board)
¿Alguien tiene una pregunta sobre el tema? ¿Puede explicar más sobre el tema?

¿En qué puede ayudarme con el tema?

¿Puedo proporcionar más información acerca del tema?

¿Qué más puedo hacer para entender mejor el tema?

¿Es posible proporcionar más detalles sobre la pregunta?

¿Puedo ayudar con otra pregunta sobre el tema?