

# STUDENT-LED CONFERENCE

## Progress Reports, November

|                           |
|---------------------------|
| Student Name: _____       |
| Teacher Name: _____       |
| Caring Home Adults: _____ |

Welcome to my student-led parent-teacher conference! In this conference, I will discuss my academic progress and my personal well-being. I will reflect on and share feedback from my peers and teachers, my own thoughts and feelings, and set SMART goals for the next term. I will be asking for support from the caring adults in my life at home and at school so that I can be my happiest, healthiest and most successful self.

***Thank you for participating in this conference!***

# MY ACADEMICS

My progress so far this year:

| SUBJECT:                | N/A | PWD | PW | PVW |
|-------------------------|-----|-----|----|-----|
| Language                |     |     |    |     |
| French                  |     |     |    |     |
| Mathematics             |     |     |    |     |
| Science                 |     |     |    |     |
| Social Studies/ History |     |     |    |     |
| Health                  |     |     |    |     |
| Physical Education      |     |     |    |     |
| Drama                   |     |     |    |     |
| Music                   |     |     |    |     |
| Art                     |     |     |    |     |

As I reflect back on all that I have learned and accomplished since school began in September...

I found \_\_\_\_\_ to be the most rewarding subject because \_\_\_\_\_.

I found \_\_\_\_\_ to be the most challenging subject because \_\_\_\_\_.

The subject I want to focus on and improve in is \_\_\_\_\_.

In order to improve, I will:

1) \_\_\_\_\_.

2) \_\_\_\_\_.

3) \_\_\_\_\_.

# MON PROGRÈS EN FRANÇAIS

**Specifically as I learn a new language...**

I feel most proud of myself for \_\_\_\_\_

\_\_\_\_\_.

I had a lot of fun when I \_\_\_\_\_

\_\_\_\_\_.

I learned a lot about \_\_\_\_\_

\_\_\_\_\_.

I have learned \_\_\_\_\_ words in Madelles Memrise course.

I found it very difficult to \_\_\_\_\_

\_\_\_\_\_.

I persevered over an obstacle when I \_\_\_\_\_

\_\_\_\_\_.

One thing I still find challenging in French is \_\_\_\_\_

\_\_\_\_\_.

**Moving forwards, in French class...**

I want to focus on \_\_\_\_\_

\_\_\_\_\_.

I want to put forth a better effort in \_\_\_\_\_

\_\_\_\_\_.

## So far in my French journey this year:

| <b>LISTENING</b>                                                                          |         |       |        |
|-------------------------------------------------------------------------------------------|---------|-------|--------|
| I understand instructions from Madelle during class.                                      | Usually | Often | Rarely |
| I understand what Madelle is saying to me in conversation.                                | Usually | Often | Rarely |
| I understand and respond to what my peers are saying to me in conversation.               | Usually | Often | Rarely |
| I use look at the person speaking and use other strategies.                               | Usually | Often | Rarely |
| <b>SPEAKING</b>                                                                           |         |       |        |
| I play Memrise and learn new words.                                                       | Usually | Often | Rarely |
| I speak French with my peers & Madelle during activities.                                 | Usually | Often | Rarely |
| I chat and socialize in French with my peers and Madelle during class.                    | Usually | Often | Rarely |
| I use communication strategies (i.e. gestures, structures, walls, etc.)                   | Usually | Often | Rarely |
| I feel confident and capable speaking in French.                                          | Usually | Often | Rarely |
| <b>READING</b>                                                                            |         |       |        |
| I can read and understand structures in class lessons.                                    | Usually | Often | Rarely |
| I can find the main idea in a text.                                                       | Usually | Often | Rarely |
| I can read aloud in French fluently.                                                      | Usually | Often | Rarely |
| I can use reading comprehension strategies (i.e. context, familiar words, inferring, etc. | Usually | Often | Rarely |
| I can choose French books that I enjoy.                                                   | Usually | Often | Rarely |
| <b>WRITING</b>                                                                            |         |       |        |
| I use a variety of structures learned in class.                                           | Usually | Often | Rarely |
| I add descriptive details and express personal ideas.                                     | Usually | Often | Rarely |
| I use a variety of linking words and complex sentence structures.                         | Usually | Often | Rarely |
| I organize my ideas paragraphs and revise my work.                                        | Usually | Often | Rarely |

**Which one are you most proud of?**

**Which are you best at?**

**Which one do you want to work on the most?**

# MY LEARNING SKILLS

Learning skills are life-long transferable skills that I develop over many years. I continue to develop my learning skills as I develop into a teen and an adult. So far, this year:

| <b>RESPONSIBILITY</b>                           | E      | G       | S     | N      |
|-------------------------------------------------|--------|---------|-------|--------|
| I complete my work in class and at home.        | Always | Usually | Often | Rarely |
| I hand in my work on time.                      | Always | Usually | Often | Rarely |
| I take responsibility for my actions and words. | Always | Usually | Often | Rarely |
| I follow instructions as given.                 | Always | Usually | Often | Rarely |
| I help to set up and tidy up our shared space.  | Always | Usually | Often | Rarely |
| I can be trusted by my teachers and peers.      | Always | Usually | Often | Rarely |
| I practice active listening during discussions. | Always | Usually | Often | Rarely |

| <b>ORGANIZATION</b>                                                           | E      | G       | S     | N      |
|-------------------------------------------------------------------------------|--------|---------|-------|--------|
| I plan my work and manage my time (i.e. I check Google Classroom)             | Always | Usually | Often | Rarely |
| I prioritize what work is more important and focus on what helps me the most. | Always | Usually | Often | Rarely |
| I am prepared for class, on time, and with my materials.                      | Always | Usually | Often | Rarely |

| <b>INDEPENDENT WORK</b>                                                           | E      | G       | S     | N      |
|-----------------------------------------------------------------------------------|--------|---------|-------|--------|
| I start my work quickly and use my time well.                                     | Always | Usually | Often | Rarely |
| I consult my learning resources (posters, notes, rubrics, success criteria, etc.) | Always | Usually | Often | Rarely |
| I work quietly to provide a respectful learning environment for others.           | Always | Usually | Often | Rarely |

| <b>COLLABORATION</b>                                             | <b>E</b> | <b>G</b> | <b>S</b> | <b>N</b> |
|------------------------------------------------------------------|----------|----------|----------|----------|
| I accept various roles in group activities and do my fair share. | Always   | Usually  | Often    | Rarely   |
| I encourage others with a positive and respectful attitude.      | Always   | Usually  | Often    | Rarely   |
| I listen actively to others and respond to them appropriately.   | Always   | Usually  | Often    | Rarely   |
| I share my opinions respectfully.                                | Always   | Usually  | Often    | Rarely   |
| I use my words to resolve conflicts positively.                  | Always   | Usually  | Often    | Rarely   |
| I share information, resources and expertise.                    | Always   | Usually  | Often    | Rarely   |
| I respect others' space and belongings.                          | Always   | Usually  | Often    | Rarely   |

| <b>INITIATIVE</b>                                                                        | <b>E</b> | <b>G</b> | <b>S</b> | <b>N</b> |
|------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| I am curious about new ideas and learning.                                               | Always   | Usually  | Often    | Rarely   |
| I am willing to try new things; to try things I may not succeed at the first time I try. | Always   | Usually  | Often    | Rarely   |
| I believe that I can get better at something by trying and practicing.                   | Always   | Usually  | Often    | Rarely   |

| <b>SELF-REGULATION</b>                                              | <b>E</b> | <b>G</b> | <b>S</b> | <b>N</b> |
|---------------------------------------------------------------------|----------|----------|----------|----------|
| I ask for help or clarification when I need it.                     | Always   | Usually  | Often    | Rarely   |
| I manage my feelings in a healthy way.                              | Always   | Usually  | Often    | Rarely   |
| I keep at it, even when it is difficult or frustrating.             | Always   | Usually  | Often    | Rarely   |
| I am aware of my strengths, progress and needs in various subjects. | Always   | Usually  | Often    | Rarely   |
| I incorporate feedback for improvement.                             | Always   | Usually  | Often    | Rarely   |

**Which one are you most proud of?**

**Which are you best at?**

**Which one do you want to work on the most?**

# MY SMART GOAL

Goal setting is an important part of my learning.

The SMART goal-setting system helps me set achievable goals and set a plan of action. I need support from the caring adults in my life to achieve these goals. I will set an academic and personal goal to work towards this term. SMART goals are:

(S) SPECIFIC, (M) MEASURABLE, (A) ACHIEVABLE,  
(R) REALISTIC, (T) TIMELY.

| MY ACADEMIC GOAL: (Specific to a subject or curriculum) |
|---------------------------------------------------------|
| This term, I will...                                    |
| This know this goal is important because...             |
| I will know I have achieved this goal when...           |
| In order to achieve this goal, I will...                |
| In order to achieve this goal, I need support from...   |

**MY PERSONAL GOAL: (not specific to a subject or curriculum)**

This term, I will...

This know this goal is important because...

I will know I have achieved this goal when...

In order to achieve this goal, I will...

In order to achieve this goal, I need support from...

**Do my caring adults have any questions  
or comments for me?**

*Thank you for participating in my  
student-led conference!*

\_\_\_\_\_

\_\_\_\_\_

Student signature

Parent Signature

Teacher Signature