

EQAO is an external accountability measure of achievement linked to the curriculum. The provincial standard is level 3 or 70%. **GRADES 7-12**

**Report Card** data reflects classroom achievement as demonstrated by students and linked to the curriculum. The provincial standard is level 3 or 70%.

**Learning Skills** are the assessment of demonstrated competencies of effective learners.

- All 3 types of reporting data are predictors of future student success; they are not however determinants of future student success.
- It is important to remember that all students can be successful; success comes in many forms and there are many pathways to success.

## COURSE PLANNING TOOL 2020-2021

|   |         |   |  |                             |                      |                 |                               |  |
|---|---------|---|--|-----------------------------|----------------------|-----------------|-------------------------------|--|
| Student Name:   |         |   |  |                             |                      |                 | Elementary School:            |  |
| Student #:  |         |   |  |                             |                      |                 |                               |  |
| <b>EQAO</b>   |         | <b>Reading</b>  |  | <b>Writing</b>              |                      | <b>Numeracy</b> |                               |  |
| Gr 3 EQAO Level   |         | 3.0   |  | 3.0                         |                      | 3.0             |                               |  |
| Gr 6 EQAO Level   |         | 3.0   |  | 3.0                         |                      | 3.0             |                               |  |
| <b>Grade 7 June Report Card % Mark</b>  |         |   |  |                             |                      |                 |                               |  |
| Reading   | Writing | Oral Communication  | Measurement  | Number Sense                | Patterning & Algebra | Geometry        | Data Management & Probability |  |
| 78  | 84      | 80  | 78   | 75                          | 75                   | 80              | 90                            |  |
| Language Strand Modifications as per IEP (where applicable)   |         |   | Mathematics Strand Modifications as per IEP (where applicable) |                             |                      |                 |                               |  |
| Modified at Grade Level (Y/NA):   |         | NA  | Modified at Grade Level (Y/NA):                                |                             | NA                   |                 |                               |  |
| Modified Below Grade Level (Y/NA):  |         | NA  | Modified Below Grade Level (Y/NA):                             |                             | NA                   |                 |                               |  |
| <b>Attendance</b>   |         | <b>Grade 8 Progress Report Learning Skills</b>  |  |                             |                      |                 |                               |  |
| Grade 8 Attendance to Date (Jan. 6, 2021)   |         | <b>Legend:</b> E – Excellent    G – Good    S – Satisfactory    N – Needs Improvement |  |                             |                      |                 |                               |  |
| Days Absent:  | 4.5     | Responsibility  | Organization   |                             | Independent Work     |                 |                               |  |
|   |         | <b>E</b>  | <b>E</b>   |                             | <b>E</b>             |                 |                               |  |
| Lates:  | 1       | Collaboration   | Initiative   |                             | Self-Regulation      |                 |                               |  |
|   |         | <b>G</b>  | <b>G</b>   |                             | <b>E</b>             |                 |                               |  |
| <b>IEP:</b>   | NA      | <b>IEP Identification:</b><br>NA  |  | <b>French Immersion:</b> NA |                      | <b>ELL:</b> NA  |                               |  |
| <b>Important Reminders</b>  |         |   |  |                             |                      |                 |                               |  |
| <b>Please remember that you:</b>  |         |   |  |                             |                      |                 |                               |  |
| <ul style="list-style-type: none"> <li>• may select a variety of course types and that all courses do not have to be the same type (i.e. all at the academic pathway).</li> <li>• are encouraged to select courses that best suit your interests, pathway plan and learning styles.</li> </ul>  |         |   |  |                             |                      |                 |                               |  |
| <b>Guiding Questions</b>  |         |   |  |                             |                      |                 |                               |  |
| <ol style="list-style-type: none"> <li>1. How might my learning skills influence my selection of courses?</li> <li>2. How might my past academic performance influence my course selections?</li> <li>3. How do my course selections reflect my learning style?</li> <li>4. How might my course selections highlight my skills, abilities, and interests?</li> <li>5. What post-secondary pathway am I interested in pursuing?</li> <li>6. Have I chosen courses that align with my post-secondary pathway plan?</li> </ol> |         |   |  |                             |                      |                 |                               |  |

# EDUCATION AND CAREER-LIFE Planning Process

**Student  
Success**  
GRADES 7-12

## Creating your **PATHWAY** to success

A pathway is your individual journey that includes opportunities and experiences in your school, at your home and in your community. The four step inquiry process is ongoing and cyclical. It helps you to establish your own personal goals and individualized pathway for your future. As you navigate your pathway, you will regularly return to the four questions, equipped with a greater knowledge of yourself and your opportunities and a growing understanding of how they can successfully shape your future.

Who am I?

- What are my strengths and accomplishments?
- What is my learning style?
- What factors shape me?

What are my opportunities?

- What opportunities are available to develop my skills at home, school and in the community?

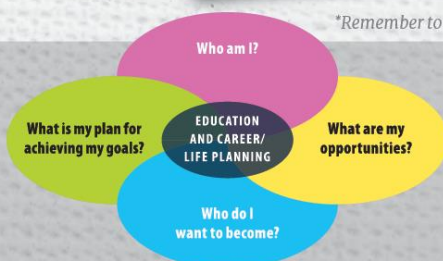
What is my plan for achieving my goals?

- What is my plan?
- What are the resources I need to implement my plan?

Who do I want to become?

- Reflect on opportunities explored.
- What are my career/life goals?

\*Remember to actively use myBlueprint to explore and map your journey.



Creating Pathways for Success puts students at the centre of their own learning, viewing them as the architects of their own lives.