**CB IEP Review – Evidence of Learning**

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| **Student Name:** Click or tap here to enter text.  **Grade: School Year:**  **Classroom Teacher:**  **Case Manager:** | | **Triangulation of evidence** | | | **Location of evidence** |
| **Date** | **Goals & Objectives** | Observation | Product | Conversation |
| In Progress | **Core Competency Goal: Communication - I can listen to others tell me about their interests by** | | | | |
| Keep working on it | **Objective: asking a follow up question of a peer in a social setting.** | | | | |
| Baseline | Evan does not yet ask questions of his peers; however, he will occasionally ask a question of a familiar adult during a social interaction. |  |  |  |  |
| Oct | Throughout the first term the children share stories/ Show & Tell every morning. After a student shares, the other students are encouraged to ask a question or make a comment about their friends Show & Tell. Evan often participates and has asked follow up questions such as, “Who bought it for you? Where did you buy it? Was it fun?”. |  |  |  | Teacher Files |
| Nov | During Show & Tell time a student was talking about a trip they went on in the summertime. Evan asked her if she drove and if it took a long time to get there. |  |  |  | Teacher Files |
| Feb | I don’t have many opportunities to catch Evan having conversations with his peers when they are playing. However, during show and tell I often see Evan intently listening to his friends share something special with the class. Evan frequently asks follow-up questions and often makes a connection with what the person is sharing. |  |  |  | Teacher Files |
| Mar | Today during reading instruction, I asked Evan about many different parts of his ski trip on the weekend. He was able to come up with a variety of things that he liked about it, and we created a book. During this conversation, Evan was able to add a thought with an ‘oh yeah and…” but did not ask any questions. |  |  |  | Teacher Files |
| May | While participating in Show & Tell online, Evan listened well to the other students as they shared their show and tell. He made some great comments regarding what was being showed. It’s been difficult to hear him sometimes, but he never gave up and kept trying. Asking questions is still a bit of a struggle. |  |  |  | Teacher Files |
| Acheived | **Core Competency Goal: Communication - I can take on roles and responsibilities in a group by** | | | | |
| I met this goal! | **Objective: working with a partner to help with classroom jobs.** | | | | |
| Baseline | When Evan is doing a job with a classmate, he will tell them what to do, but he does not yet listen to instructions from peers. He has a very set way of doing activities and doing things thins with a peer currently has to be on his terms. |  |  |  |  |
| Nov | Evan helped clean up the classroom by stacking the chairs with his classmates on the red team. Evan struggles a bit with doing an undesirable job. His goal is to line up first, so he tends to shy away from jobs that take time. |  |  |  | Teacher Files |
| Dec | During math we often do math games that involve turn taking or taking on a role. For example, one student may be the “teacher” and instruct the other student what pattern to make and the other student creates the pattern. And then the role is reversed. Evan is able to switch roles. However, depending on the situation or people he is with, Evan does resist and needs encouragement to try the undesirable role. |  |  |  | Coord. Files |
| Feb | Evan had to read a poem with a friend. They had to read it together and then take turns. He needed some support but was able to complete the task and worked well with his classmate. |  |  |  | Digital File |
| Mar | Evan has become more confident in taking on responsibilities around the classroom. He often volunteers to help others set up centers and will ask for clarification if he is unsure of something. |  |  |  | Coord. Files |
| May | Evan has been working so hard on his reading aloud. He has a great memory for words, and can problem solve when he looks carefully at things. He thinks about what looks right, sounds right, and makes sense. He has demonstrated great flexibility and growth entering this learning platform. |  |  |  | Evidence Log |
| In Progress | **Core Competency Goal: Social Responsibility - I can accept another way of doing things by** | | | | |
| Keep working on it | **Objective: using materials or things in a new way.** | | | | |
| Baseline | Evan likes creative activities such as building things or arts and crafts when using familiar materials with a familiar purpose. He tends to be quite rigid about using things I a certain way and is not yet open to new ways of using materials. |  |  |  |  |
| Nov | Evan has created many different art projects over the term that used materials in different ways. For example, he created a Polar Bear using paper plates that one usually uses for eating. He also used Epsom Salts to create a winter storm. |  |  |  | Coord. Files |
| Dec | Today in ISP Evan brought two different friends to play. He was playing Blast Box with the friends. He was able to be flexible with the friend and clean up before the game was finished on multiple occasions. |  |  |  | Teacher Files |
| Jan | We did show and tell for the first time over TEAMS today. It was a bit of a challenge for Evan as this is completely different for him. He did well despite the technology difficulties. |  |  |  | Coord. Files |
| Apr | At home we are working on flexibility. Trying to play games and be interactive with siblings, there is a lot of frustration and yelling because the siblings are not adapting to his way of thinking. |  |  |  | Evidence Log |
| May | Today Evan did WORD WORK with me and a few other students. It is the same set up that we do at school, but it was on-line. Evan did very well. He was engaged and participating. |  |  |  | Teacher Files |
| In Progress | **Core Competency Goal: Social Responsibility - I can accept another way of doing things by** | | | | |
| Keep working on it | **Objective: being flexible when my play is interrupted.** | | | | |
| Baseline | Even tends to be reactive when he is playing outside, and he needs to be reminded to come inside after a break. When Evan does literacy practice on the iPad, a countdown timer and forewarn that the activity is ending. He is resistant to give up the iPad, so we have to transition to another preferred activity such as playing with the class pet. |  |  |  | Coord. Files |
| Nov | Evan went to the ISP room to participate in the game time. However, it was cancelled due to a situation that occurred. He came back, explained what had happened and proceeded to join in the ongoing classroom activity. |  |  |  | Coord. Files |
| Dec | Evan was playing literacy games when we were asked as a class to go to music (not our usual time). Evan was able to stop the activity and line up and go to music. |  |  |  | Teacher Files |
| Jan | The class was having center time, but it ended early because we needed to change our plans to help another class. Evan became very emotional, but it didn’t take long, and he was fine with the change. |  |  |  | Teacher Files |
| Mar | Evan started a new reward program today. If he earns 3 check marks, he gets to go to the ISP room for a break. Evan went for the first time just before recess, but no one was there. He came back and was completely fine and was able to explain to me what had happened. |  |  |  | Teacher Files |
| May | The class won a choice to go into the prize box. However, someone suggested to wait until the whole class was at school to claim the prize. Evan became very upset and emotional. With time, he settled down and accepted the fact he needed to wait to claim is prize and was okay with it. |  |  |  | Teacher Files |
| Jun | There have been a few times when during Show & Tell things got interrupted or there were computer issues. Evan did great job at being patient as we tried to fix the problems. |  |  |  | Teacher Files |

1. **Strategies and essential supports currently being implemented for the child to be successful:** (be specific about type, staff involved, time, programs, interventions and use of technology)

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| Evan has access to a variety of universal supports in order to be successful both socially and academically. Some key supports that have enabled his success in grade 1 include:   * access to ISP room to get additional vestibular inputs * shorter assignments and fewer questions (when appropriate/needed) * work break schedule for personally challenging * regularly scheduled breaks * calm space in the classroom * front loading around changes in expectations or routine   Instruction and Presentation   * visual presentation of verbal material (word webs and visual organizers)   Social-Emotional   * check & connect with the classroom teacher * regular check-ins with adults |

1. **Focus/plans/goals that support transition to the next school year:** (still areas of focus)

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| Reading & Literacy  **Social Responsibility**: I can accept another way of doing things by being flexible when my play is interrupted.  **Communication**: I can listen to others tell me about their interests by asking a follow up question of a peer in a social setting. |

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| **To be completed by the principal**  **Please choose one of the following (enter an X in the box):**  It is recommended that this designation remain in place for the next school year  It is recommended that this designation be considered for removal at the end of this year |

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| **Principal’s Name:** Click or tap here to enter text. | **Date:** Click or tap to enter a date. | **Principal’s Signature:** |