

As we begin a new school year, ASD-S teachers will be transitioning to Standards Based Grading to align our district with what the province has been implementing over the past four years. To reflect this change in assessment, your child will receive the new provincial K-8 report card as a way of formal feedback about student learning. This occurs three times per year (November, March, and June) with Parent Teacher Student Conferences held in November and March.

For the report cards, teachers will identify the level of achievement on a 4-point scale that best describes your child's current progress.

Achievement Scale

<p>4+</p>	<p>Student learning and work show: Strong and/or Excellent Achievement</p> <p>4+ Indicates, in addition to <u>excelling</u>, the student demonstrates learning that <u>surpasses</u> grade-level expectations.</p> <p>The student has a thorough understanding of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the "Meeting" category but is within the expectations specified for the grade/course.</p>
<p>4 Excelling</p>	<p>Student learning and work show: Appropriate and/or Proficient Achievement</p> <p>3+ Indicates the student demonstrates consistent proficiency with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of <u>excelling</u> in some learning expectations.</p> <p>The student has a <u>solid</u> understanding of the outcomes addressed to date and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade/course.</p>
<p>3 Meeting</p>	<p>Student learning and work show: A Combination of Appropriate and Below Appropriate Achievement</p> <p>The student has <u>some</u> understanding of the outcomes addressed to date and with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.</p>
<p>2 Approaching</p>	<p>Student learning and work show: Below Appropriate Achievement</p> <p>The student has a <u>limited</u> understanding of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade/course.</p>

Learning Habits in Grades K – 8

Students, parents, and schools work together to develop learning habits important to success in school and in life. On the report card, learning habits are evaluated separately from learning achievement emphasizing the critical role they play in developing the competencies required in the 21st century learning and work environments.

<p>Independence</p>	<ul style="list-style-type: none"> • sets goals and reflects on these goals • asks for assistance when needed • does not give up easily on challenging tasks
<p>Initiative</p>	<ul style="list-style-type: none"> • has the desire to learn • works hard and makes an effort • takes risks
<p>Interactions</p>	<ul style="list-style-type: none"> • resolves conflict appropriately • works well with others • is respectful
<p>Organization</p>	<ul style="list-style-type: none"> • creates and follows a plan • manages time well to complete tasks • manages personal belongings and learning materials
<p>Responsibility</p>	<ul style="list-style-type: none"> • takes care of belongings and school property • completes work on time • accepts responsibility for actions and manages own behavior

Report Scale for Learning Habits

- C:** Consistently – almost all or all of the time
- U:** Usually – more than half of the time
- S:** Sometimes – less than half of the time
- R:** Rarely – almost never or never